

370
p6e
no 43-54

THE UNIVERSITY
OF ILLINOIS

LIBRARY

370

Il6e

no. 48-54

~~Education~~

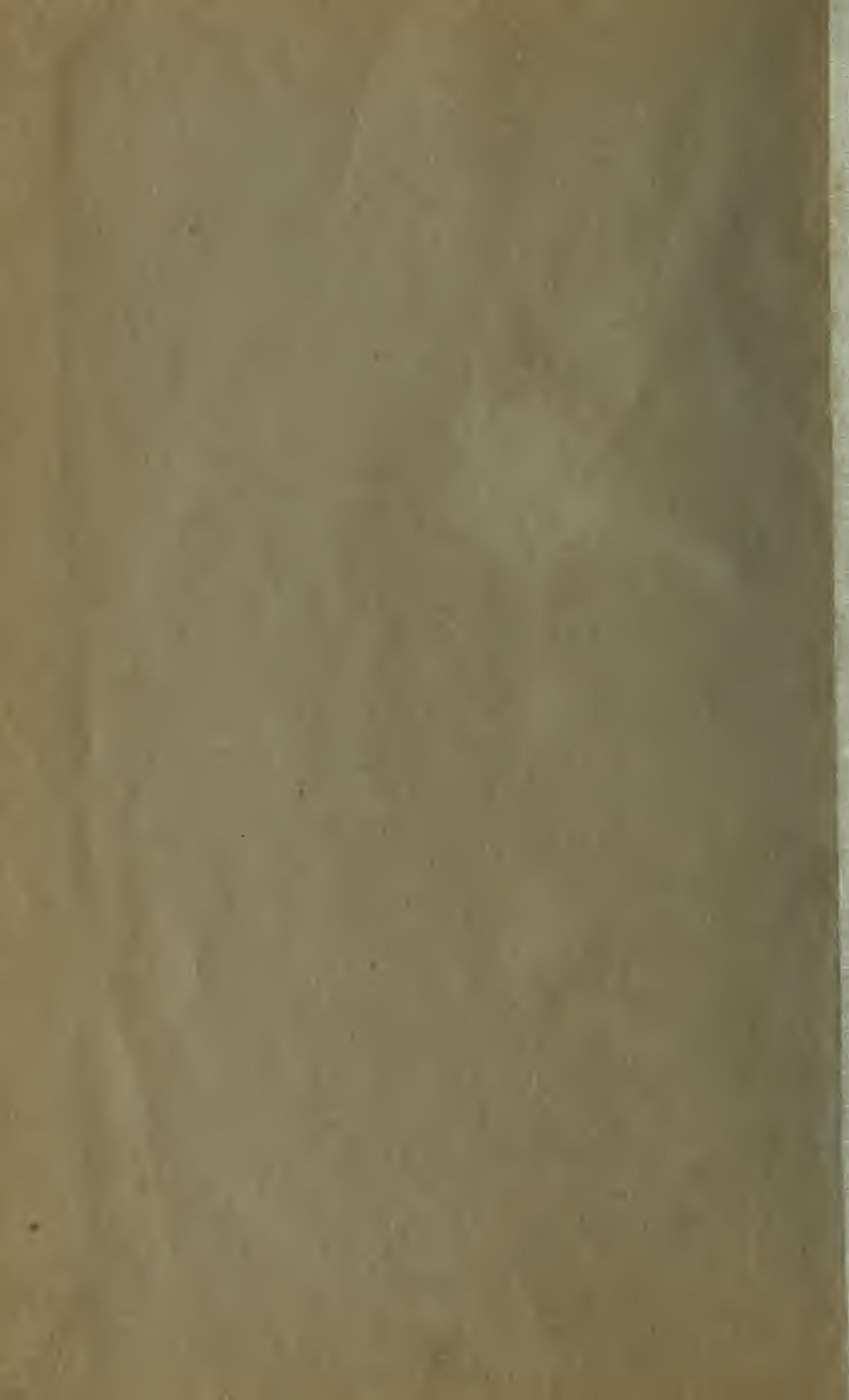
The person charging this material is responsible for its return on or before the **Latest Date** stamped below.

Theft, mutilation and underlining of books are reasons for disciplinary action and may result in dismissal from the University.

UNIVERSITY OF ILLINOIS LIBRARY AT URBANA-CHAMPAIGN

Q112 - 4 1971

S MV 2 '72



26e
-3

UNIVERSITY OF ILLINOIS BULLETIN

ISSUED WEEKLY

VOL. XXVII

SEPTEMBER 17, 1929

No. 3

[Entered as second-class matter December 11, 1912, at the post office at Urbana, Illinois, under the Act of August 24, 1912. Acceptance for mailing at the special rate of postage provided for in section 1103, Act of October 3, 1917, authorized July 31, 1918.]

EDUCATIONAL RESEARCH CIRCULAR No. 53

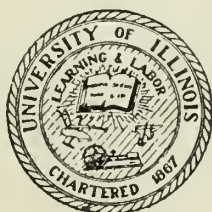
BUREAU OF EDUCATIONAL RESEARCH
COLLEGE OF EDUCATION

EDUCATIONAL TESTS FOR USE IN HIGH SCHOOLS, THIRD REVISION

By

CHARLES W. ODELL

Assistant Director, Bureau of Educational Research



PUBLISHED BY THE UNIVERSITY OF ILLINOIS
URBANA

SUBJECTS IN WHICH TESTS ARE DESCRIBED

	PAGE
AGRICULTURE	16
COMMERCIAL SUBJECTS	17
Arithmetic	17
Bookkeeping	17
Stenography	17
DRAWING AND ART	18
ENGLISH	19
Composition	19
Language and Grammar	20
Literature	23
Reading	24
Spelling	26
HEALTH	27
HOME ECONOMICS	28
INDUSTRIAL ARTS	29
LATIN	30
MATHEMATICS	32
Algebra	32
Geometry	34
Trigonometry	36
General	36
MODERN FOREIGN LANGUAGE	36
French	36
German	38
Spanish	38
General	39
MUSIC	40
NATURAL SCIENCE	41
Biology	41
Botany	41
Chemistry	42
General Science	43
Physics	43
SOCIAL STUDIES	45
Civics	45
Economics	46
History	46
General	48
STUDY	48
GENERAL SURVEY	48
INTELLIGENCE	49

EDUCATIONAL TESTS FOR USE IN HIGH SCHOOLS, THIRD REVISION

The present status of standardized educational tests¹ in high schools. For the first few years following the beginning of the standardized-test movement in education a couple of decades ago, the use of such tests was enthusiastically urged by many of those who spoke at educational gatherings and contributed to educational literature. It was often implied, and sometimes explicitly advocated, that such tests should entirely replace examinations constructed by classroom teachers. Recently, however, the critical attitude toward standardized tests, formerly taken by only a few of the workers in this field, has come to be much more general. Those who construct, employ, and are otherwise concerned with tests are recognizing their defects and limitations as well as their advantages. Indeed, so much adverse criticism has been offered that many teachers and other interested persons are wondering how great the merit of such tests really is. There is no doubt that standardized educational tests, when properly used, are valuable measuring instruments. It should be remembered, however, that, as is true of many other instruments of value, they are not perfect and hence should be employed with due regard to their imperfections and limitations. In general they yield more accurate measures of intelligence, achievement, and so forth, than can be secured through other practicable means of testing, but the scores secured are rarely perfectly accurate and not infrequently contain errors of considerable magnitude. Furthermore, just as is true in the case of textbooks and practically all other materials used in instruction, the merit of different standardized or so-called standardized tests varies greatly. Therefore, it is not sufficient to have a critical attitude toward standardized tests in general, but one should have this attitude toward the several standardized tests that he considers employing. Moreover, the use of standardized tests is only one of several parts of a complete testing program. Such a program should generally consist of standardized tests, ordinary discussion or essay examinations,² and so-called "new examinations."³

¹In the original and most limited meaning of the term, a standardized test is one that has been given to such a large number of individuals that satisfactory norms are available. In speaking of a standardized or standard test, however, one commonly thinks of one that not only has satisfactory norms, but also has been constructed with a considerable degree of care, and contains exercises calling for pupil responses in such form that there can be little difference of opinion about their correctness.

²A discussion or essay examination is one of the type commonly employed which requires a considerable amount of writing on the part of pupils and in which pupils are asked to discuss, explain, describe, summarize, and so forth.

³"New examinations" or, better, "new-type tests" include a number of forms of exercises, such as the true-false, matching, completion, multiple-answer, and so forth, which call for very brief pupil responses concerning the correctness of which there is little room for difference of opinion.

From a beginning only slightly more than twenty years ago, despite very slow growth during most of the first half of that period, the number of standardized educational tests has increased until now the situation is approaching a condition similar to that which exists in the case of school textbooks. That is to say, so many tests have appeared and are appearing that it is practically impossible for any one person to be familiar with all of them, or even with all of those in each of several school subjects. At the present time the writer has listed about fourteen hundred different standardized or near-standardized tests and scales⁴ in the school subjects and other fields closely connected with education. In many cases what is listed as one test or scale is really not merely one but a unified series of two or more, in a few instances the number therein being as great as from forty to one hundred. Moreover, in many cases there are from two to four, occasionally even more, duplicate forms of each test. The total number of educational measuring instruments, therefore, counting all parts and forms, runs well into the thousands. In arithmetic alone there are about ninety different tests or series of tests; in history, language, and reading from sixty to eighty each, and so on down to a few of the less commonly taught subjects in which there are only one or a very few each. There are nearly two hundred intelligence tests. In most subjects in which large numbers of tests exist it is no longer true that some one or a very few tests possess outstanding merit, but rather there are frequently a half dozen or more among which it is hard to choose. This condition makes it difficult to select the tests to be included in a list such as that which follows, but renders it still harder for the classroom teacher to make a choice and, therefore, increases the value of a recommended list.

Although it is true that the subjects in which the most standardized tests have been constructed tend to be those usually taught in elementary rather than in high schools, there are also many tests in some of the commonly taught high-school subjects. One of the four subjects cited above as having the largest number of tests, history, is more a high-school than an elementary-school subject, and another, language, is common to both levels. A few of the reading tests and even one or two in arithmetic are likewise designed for high-school use. In addition to these, however, there are several subjects taught largely in high school, in each of which there are a score or more of standardized

⁴A scale, as distinguished from a test, is a measuring instrument composed of items or exercises of increasing difficulty or merit. The term is especially used in connection with such subjects as handwriting, English composition, and drawing, in which the measuring instrument generally consists of a series of specimens arranged in increasing order of merit with which a pupil's performance is compared.

tests. These are algebra, English composition, geometry, home economics, Latin, literature, and physics. Thus the selection of tests in the high-school field is only moderately easier than in that of the elementary school.

Limitations of the use of achievement tests in high schools. The status and nature of the educational objectives of the high school introduce certain limitations upon the use of achievement tests there in addition to those which apply to their use elsewhere. In the high school there is less agreement concerning the objectives of instruction than is the case in the elementary school. In the latter the minimum essentials in such subjects as arithmetic, silent reading, spelling and handwriting, have been fairly well agreed upon. On the other hand, in history and literature, for example, practically the only general agreement as to what should be taught in high school concerns a very restricted list of facts. In algebra, geometry, and beginning foreign language there is now somewhat greater agreement, but in the upper years of foreign language, science, and most other subjects there is probably even less than in history and literature. The writer believes that this relatively slight consensus of opinion as to what should be taught in most high-school subjects is more or less justified, but, regardless of whether it is or not, it is a fact that has a significant relation to the use of standardized tests. The selection and inclusion of exercises in a test offered for general use implies that these exercises should be included in the objectives of instruction in that subject. No matter how strongly the selection of exercises can be justified, the pupil responses thereto are not fair measures of pupil achievement or teacher efficiency unless they agree with what has actually been taught.

A second important limitation upon the use of standardized tests in high school is that the most important outcomes of instruction cannot be measured as easily as can those emphasized in the elementary school. Such important objectives of the elementary school as facts in arithmetic, spelling, geography, and history, and skill in calculation, spelling, reading, and expression are much more easily measured than are the ideals, attitudes, and perspectives that are the more important and desirable outcomes of high-school instruction. In fact it must be frankly admitted that at present we are not able to measure these more intangible outcomes in such a manner as to secure results of much value.

The purposes to be realized by the use of standardized educational tests in high school. The list of purposes given below is the

same as that suggested elsewhere⁵ for elementary schools, but the order, which is intended to be that of importance, is different. Those purposes are as follows:

1. Educational and vocational guidance
2. The diagnosis of pupils in order to provide remedial instruction
3. The promotion and classification of pupils
4. The evaluation of school efficiency
5. Educational research

It will be noticed, by anyone familiar with the order in which these purposes are listed for elementary schools, that the change made consists in rating guidance as more important and diagnosis as less important in high school. It is true in the high school much more than in the elementary school that many pupils either fail, or lack much of realizing their maximum possibilities, because they do not have the intelligence necessary to enable them to do the work which they undertake, or because they are not interested. In other cases, the cause of failure may be a lack of training in how to study, inability to read comprehendingly and at a fairly rapid rate, or a lack of the specific knowledge or ability required in a given subject. A large per cent of these failures probably could be avoided by guiding pupils so that they would not undertake those subjects for which they are unfitted. Therefore, a valuable function of standardized tests in the high school is to yield prognostic or predictive measures of the probable ability of pupils in the various subjects. Although many tests not designed particularly for prognostic purposes have some value along this line, a few have this as their distinctive function.

Diagnosis is placed lower for high school than for elementary school because the nature and organization of the work carried in the former does not offer such an opportunity for diagnosis as does the latter. A pupil must have studied the subject or topic in question before his work can be diagnosed. In the elementary school, pupils follow certain subjects throughout several years. In many instances practically the whole subject is covered in an elementary fashion in the lower or intermediate grades and more thoroughly in the upper grades. In such cases there is opportunity for frequent diagnosis and consequent remedial instruction before the study of the subject is completed. In high school, however, the period during which most subjects are carried is shorter, often being only one semester or one year, and when a topic has once been covered it is rarely treated

⁵Odell, C. W. "Educational Tests for Use in Elementary Schools, Second Revision." *University of Illinois Bulletin*, Vol. 24, No. 49, Bureau of Educational Research Circular No. 49, p. 7.

again, except in an incidental fashion. The opportunities for diagnosis and succeeding remedial instruction are, therefore, much more limited. It is possible to do a limited amount in the subjects that continue even only one semester and still more in those lasting throughout a year, but the amount practicable is decidedly limited. Even in some of the subjects, such as literature or Latin, which are frequently carried for two, three, or four years, many of the same topics do not recur, but each semester's or year's work deals with a different portion of the general field. Thus diagnosis followed by remedial instruction is difficult even in these subjects.

Planning a testing program. The selection and use of a standardized educational test is not an isolated detail of school procedure, but should be considered in relation to other instructional, supervisory, and administrative activities. A teacher, supervisor, or administrator planning to make use of standardized tests should map out the general testing program to be followed for a semester or year just as he plans the general program of other work. This requires not merely the formulation of the purposes of testing and the selection of tests according to suitable criteria as well as in agreement with these purposes, but also the consideration of other factors. The previous acquaintance and experience of the teacher with standardized tests, the former practices of the school system with regard to their use, the subjects that have been most emphasized or in which instruction appears least efficient, and other such facts should frequently play an important part in deciding just what tests will be used and when they will be given. If teachers are unfamiliar with standardized tests, a beginning should usually be made with tests that are relatively easy to give and score and the resulting values of which will be easily apparent. Furthermore, in such a situation it is rarely wise to give very many tests within a short period of time. If innovations in teaching methods are being tried out in certain subjects, this may be a good reason why testing should be somewhat concentrated in those subjects. Unless such special reasons exist, tests of general intelligence and silent reading ability will usually yield the most helpful information concerning pupils. Next to these in value are prognostic tests and perhaps those in elementary algebra and foreign language.

The frequency with which tests should be given depends both upon the functions they are to serve and the previous practice of the school with regard to using tests, as well as the amount of money available for the purpose. If a reliable intelligence test is used, it is rarely worth while to test the same pupils with another during the high-school per-

iod. In the school subjects most legitimate purposes can probably be rather well attained by using standardized tests once a semester. The errors in test scores are usually so great that, if tests are given at intervals of a month or six weeks, the increase from time to time is too small to be measured reliably. This is practically always true of individual scores and often even of class averages. However, no rules possessing universal application can be laid down. If the results of tests given near the first of the year reveal that the pupils are well above the standards they are expected to attain, it may be well not to test them again during the same year, but if they are decidedly below such standards, rather frequent tests for diagnosis and also for determining the efficiency of the remedial methods used may be highly desirable. It is better to concentrate for a year or so on a few subjects, then for another period on another group of subjects, and so on, than to attempt to emphasize all at once with the probable result that too little attention is given to any one to yield satisfactory results.

Criteria for selecting tests. In addition to having a well-defined purpose, there are certain other criteria that should guide one in selecting a standardized test. The scope of this circular does not permit their complete enumeration and discussion, but the following summary mentions the chief points to be observed. One should not merely try to rate tests on these points by studying the tests themselves, but also by consulting critical studies of the tests and utilizing available data, especially those that indicate how reliable⁶ and valid⁷ the tests are. The teachers' manuals accompanying many tests also give helpful information along these lines. In addition to utilizing whatever information may be obtained from such sources, there are a few relatively simple criteria that should always be applied.

1. A test should be reasonably simple to give and require a relatively short time for scoring. The scoring also should be highly objective.⁸ This criterion is particularly important when educational tests are being introduced into a school system.

2. No test should be selected for use unless it is accompanied by detailed directions for its giving and scoring.

3. When a second application of the test is desired the use of a duplicate form is recommended. Frequently such forms have been found to be lacking in equivalence and, for this reason, it is important that the degree of their equivalence be known.

⁶A test is reliable when it measures whatever it does measure accurately; or, in other words, if the same results are secured when it is given two or more times to the same pupils.

⁷A test is valid when it measures the ability or characteristic that it is supposed to measure.

⁸A test or score is objective if it is not influenced by the personal opinion or judgment of the person doing the scoring—that is, if all competent scorers agree.

4. Usually a test should not be chosen unless satisfactory norms are available, although occasionally the use of a test that is in the process of standardization is justified.

5. The cost of the test materials deserves consideration, but in estimating it one should always take into account the amount and significance of the information yielded by the test. We now have available batteries of educational tests that yield measures of achievement in several different fields. Although the expense per pupil for such a battery of tests may seem large, it may prove much less, when considered with reference to the information yielded, than that for other tests having a smaller cost per pupil.

The present interest in examinations, especially those of the objective type. In connection with this brief discussion of standardized tests and their place in a complete testing program, it seems appropriate to call attention to the great amount of interest recently manifested in the improvement of examinations, especially in the construction of the new or objective type. Hundreds of magazine articles and educational addresses, chapters in many books, and several whole volumes have dealt with the topic; emphasis has been placed upon it in courses given prospective and experienced teachers; and in numerous other ways interest has been aroused and information disseminated.

The comparative advantages and disadvantages of standardized tests and examinations constructed by classroom teachers. Since both standardized tests and examinations constructed by teachers have their place in a complete testing program, it seems desirable to mention briefly the mutual advantages and disadvantages of the two kinds of measuring instruments and to show that each performs certain functions of measurement more satisfactorily than does the other. The additional comment should probably be made that some of the advantages of standardized tests over teacher-made examinations can be greatly reduced if not entirely eliminated by applying certain of the principles followed in the construction and use of the former to the latter and by making considerable use of new-type tests.

One of the most important advantages possessed by standardized tests is that norms⁹ are available so that the achievement of a group of pupils can be compared with that of other pupils of the same age, grade, or other homogeneous group. This renders it much easier to rate the efficiency of a school system or of a teacher, but sometimes has a tendency to lead to the undesirable acceptance of general standards of achievement as appropriate goals for

⁹A norm is a statement of the actual achievement of pupils of a given group homogeneous in some one respect such as age or grade.

a particular group of pupils, when, because of differences in pupil ability or other conditions, such standards are inappropriate. A second advantage of standardized tests is that they are usually constructed by persons who are relatively expert in making them and that much more care is devoted to determining their content and form. Furthermore, largely because of the fact just stated, they are generally more objective, reliable, and valid than teacher-made tests. Their objectivity and reliability, however, are not so much greater than that of well constructed, well-prepared, and carefully-scored discussion examinations as has often been supposed and little if any greater than that of well-made new-type tests. On the other hand, standardized tests are not usually well adapted to local courses of study and to the instruction of individual teachers, and, therefore, are less valid as measures of certain portions of what has been taught than are ordinary examinations. In many cases, duplicate forms of standardized tests do not exist and the content covered is such that it is undesirable to repeat the same form; therefore, progress cannot be satisfactorily measured. One of the chief advantages claimed for standardized tests is that their use saves much of the teacher's time. Undoubtedly this is true, although it requires no more time to score new-type tests than those that have been standardized. On the other hand, the careful, thoughtful preparation of a set of examination questions by a teacher leads to an evaluation of what she has been attempting to do in the classroom which is fully worth all the time it takes. A final disadvantage of standardized tests is that, if exigencies arise, they cannot be secured soon enough for use. Their cost is another reason for not using them on every occasion. It usually ranges from two to five or six cents per pupil.

The actual administration of standardized tests. To carry out a successful and profitable testing program it is not only necessary that the tests employed be selected in view of the desired results and of the criteria named above, but also that they be properly given and scored, and the results correctly interpreted. In connection with the giving and scoring of tests, the one point needing emphasis above all others is that those giving them should follow, without variation, the directions accompanying the tests. Such directions can often be improved upon, but it is not the place of the tester to make changes, since this will prevent the results obtained from being strictly comparable with those secured by others who have employed the same test. The directions accompanying some tests are not complete. If these are to be used, those who are to give and score them should examine enough other similar tests or treatises on tests to find what is the accepted procedure for each of the points in question and then follow this procedure.

In connection with the interpretation of test scores, it is difficult to summarize in a few words just what should be done. One should be careful to consider all causes that may have produced errors in the scores and all data relevant to the pupils' achievements. For example, in arriving at the significance of the scores earned by a class on a history test, it is helpful to have information concerning the general intelligence level and the reading ability of the class, and the length of time history has been studied, to know if the test was given under normal conditions or if some disturbing element affected the pupil's work upon it, and so on, as well as to know what other pupils of the same grade, age, and mental ability, score on the same test.

A short list of references on testing. In connection with the brief discussion of tests and the list given below, it seems in place to mention a few of the most useful sources to which one may refer.

The revised and enlarged edition of Monroe, DeVoss, and Kelly's *Educational Tests and Measurements*, published by Houghton Mifflin Company, presents a well-balanced discussion of testing programs, the construction and uses of tests, the meaning of scores, and the improvement of examinations, with descriptions and criticisms of a fairly large number of elementary-school tests and of a small number for high school. It is in some ways the best elementary book available in the field, but has been out five years and, therefore, does not mention many of the best tests now available.

Trabue's *Measuring Results in Education*, published by the American Book Company, provides a good elementary introduction to the use of tests and also to the statistical methods needed in that connection. It does not describe nearly so many tests as Monroe, DeVoss, and Kelly, and is not so critical in its attitude, but gives the reader a rather good idea of the significance and possibilities of standardized tests. It is, however, also five years old.

The Use and Interpretation of Educational Tests by Greene and Jorgensen, published by Longmans, Green and Company, is in many ways the best introduction to the field now available. It deals with the meaning and uses of educational tests, constructing and employing teacher-made examinations, diagnosis and remedial work in several elementary-school subjects, the statistical procedures needed in handling test scores, and so forth. It is so clearly written that any teacher or prospective teacher should be able to understand it. It differs from the two volumes previously mentioned in that it does not to any considerable extent describe particular tests.

Smith and Wright's *Tests and Measurements*, published by Silver, Burdett and Company, and the revised and enlarged edition of Wilson

112-553

and Hoke's *How to Measure*, published by the Macmillan Company, are in many ways similar. Both appeared in 1928, and both contain descriptions of a large number of tests, some of which are for the high school, with some critical material and suggestions as to how to employ test results. There is less of such material in Smith and Wright, but what there is appears to be somewhat more helpful than that in Wilson and Hoke.

Monroe's *Introduction to the Theory of Educational Measurements*, published by Houghton Mifflin Company, is a more advanced treatment than any of those previously mentioned. It discusses in critical fashion the nature of educational measurements, the construction, evaluation, and use of tests, and related topics, providing the most complete advanced treatment of the subject. It is recommended, however, that the beginner in the field leave the reading of this book until after one of the more elementary ones named above has been mastered.

Another relatively advanced book is Kelley's *Interpretation of Educational Measurements*, published by the World Book Company. This deals critically with several important points in the general field of measurement, but does not present at all a complete treatment of the field. One of its most useful features is an extensive list of standardized tests with the rankings given them by a number of experts in the field. Also there is a brief critical discussion of each test. The book is only two years old, so that the list is fairly up to date. The writer understands, however, that a revision is contemplated in the near future.

There are at present only two volumes devoted primarily to testing in the high school. One of these is Ruch and Stoddard's *Tests and Measurements in High School Instruction*, published by the World Book Company in 1927. The four major parts deal, respectively, with the status, uses, limitations, and selection of tests, with descriptions of specific tests, with informal objective examination methods, and with the construction of tests. The attitude of the authors is critical, but except perhaps for Part IV, the book is not particularly difficult reading.

The other of the two books just referred to is Symond's *Measurement in Secondary Education*, which appeared the same year. It is a considerably larger volume than Ruch and Stoddard, principally because it includes a number of chapters dealing with certain fields of testing, such as the measurement of conduct, and with uses of tests for specific purposes, such as predicting success in high school and in college, ability grouping, and so forth, which the former volume treats

very briefly or not at all. The author's attitude is fairly critical, but the book is not too difficult for a beginner in the field.

The one outstanding book dealing with intelligence testing is Freeman's *Mental Tests*, published by Houghton Mifflin Company in 1926. This contains comprehensive, critical, and well-balanced accounts of the history of mental testing, the development, present status, and use of intelligence tests, personality tests and scales, and similar measuring instruments and many related questions. Since recent developments in this field have not been so rapid as those in subject-matter testing, this volume is in no sense out of date.

It seems well also to mention a few of the most helpful books dealing with the construction of tests by the classroom teacher. Not many full-sized volumes devoted to this have appeared. Of those which have, only two will be mentioned. One of these is Orleans and Sealy's *Objective Tests*, published by the World Book Company. This gives an account of the construction of a rather elaborate series of new-type tests in a particular school district, tracing in detail the steps followed. The theory underlying test construction and the use of tests is considered only incidentally.

Odell's *Traditional Examinations and New-Type Tests*, published by the Century Company, includes a rather full discussion of both types of teacher-made examinations. It deals with the advantages and disadvantages of each, their construction, administration, and scoring, the marking system, and other related topics. A large number of examples of traditional examinations and of many varieties of new-type tests are included.

Although at the time of writing it has not yet come from the press, Ruch's *The Objective or New Type Examination*, published by Scott, Foresman and Company, should be mentioned. It is to contain four parts, entitled: The Argument for Objective Examinations, How to Construct an Objective Examination, Experimental and Theoretical Considerations, Statistical Treatment and Interpretation of Objective Test Results. Ruch's former work in this field is sufficient guarantee that this volume will be one of high merit. Apparently it will be a somewhat more advanced treatise than that of Odell.

In addition to the book just mentioned, Ruch, in collaboration with Rice, has prepared *Specimen Objective Examinations*, which is announced to appear in the fall of 1929, likewise published by Scott, Foresman and Company. The thirty-five best tests submitted in a prize competition form the contents of this book. These cover most of the commonly taught high-school subjects.

Finally, one publication of a different nature from any of the above should be mentioned. Smith and Wright, of the Bureau of Cooperative Research of Indiana University, have published a "Bibliography of Educational Measurements," which attempts to list all standardized subject-matter tests, also some others, and to give for each about the same information as is given concerning the tests mentioned in this circular. The second revision of this list appeared in 1928, and is, therefore, fairly well up to date.

In addition to those just mentioned, a number of other books dealing with the same general topic have appeared within the last few years. While several of them have distinctive merits, they are not, in the opinion of the writer, as helpful nor as well-balanced as those briefly described above. The publications, especially the doctor's dissertations, of the Bureau of Publications of Teachers College, Columbia University, contain many critical studies of tests as well as accounts of their use. In addition to the sources already referred to, hundreds and even thousands of bulletins, circulars, pamphlets, and magazine articles along this line have appeared, many of which contain very helpful material in connection with the critical evaluation of tests, the interpretation and use of results, follow-up programs and other related topics. Most of the books on this subject contain references to fairly large numbers of these articles. Among the periodicals in which many of them have appeared may be named *Educational Administration and Supervision*, *Journal of Educational Research*, *Journal of Educational Psychology*, *School and Society*, *School Review*, *Elementary School Journal*, and *Teachers College Record*. Anyone who has access to a library fairly well stocked with recent educational publications should have little trouble in finding a large amount of literature dealing with this general subject.

Scope of the following list. It has been the writer's intention to include in the following list only tests now available for general use which possess enough merit to warrant their utilization. Those he considers distinctly unsatisfactory are omitted. In view of the large number of tests now published, however, it is practically impossible for anyone to make such a careful study of them that he can fully justify the inclusion or exclusion of each in such a list as that given below. It is very probable that tests have been omitted which possess greater merit than some included in the list, and likewise that some have been included which should not be recommended.

The tests named are also limited to those in school subjects and in general intelligence. Many tests and scales, such as those for measuring school buildings, determining vocational aptitudes, rating character and personality, and so forth, have a distinct value in educational work, but have not been included. A few, primarily intended to be used for practice or drill purposes, also several not yet standardized, have been listed.

In many cases, tests are intended and suitable for use in both the elementary and the high school. When such tests meet the other criteria of selection they are included in the following lists. There are many other tests, however, primarily or entirely designed for use in the elementary school, which may at times be profitably given in the high school. A very few of these have been included, but most of them have not been mentioned. For example, with the exception of one series in commercial arithmetic, no arithmetic tests are listed although it is possible that a high-school teacher might wish to use them in beginning algebra or elsewhere. Similarly, no handwriting scales are included, although sometimes they are used in connection with high-school English work. Only a few reading and grammar tests are named. Others, though primarily suitable for the seventh and eighth grades, may at times well be used in high school. The reader who is interested in tests such as these—that is, those intended for the elementary school, but having an occasional place in the high school—should consult the circular entitled “Educational Tests for Use in Elementary Schools, Second Revision.”^{9a}

In listing each test the exact title has been given with information as to the various parts or divisions and forms, and as to the grades for which it is intended. Following this is a very brief description and criticism, in most cases a statement of the actual working time required of pupils,¹⁰ and finally the name and address of the publisher with the price quoted at the time of writing. In some cases tests may be secured from service bureaus of state universities and sources other than the publishers, but no attempt has been made to name such sources.

Prices. The prices given in the following list are those quoted by publishers in their last announcements or price lists available at the

^{9a}See footnote 5, p. 6.

¹⁰The actual time required to give a test is longer than the pupils' working time, the difference depending chiefly on the length of the directions to be given by the teacher. Most tests which require more than forty minutes are so arranged that they may be given at two or more sittings.

time of writing. In practically all cases publishers reserve the right to change prices without notice, but such changes are not very frequent and, when they do occur, are not likely to be great. It will be noticed that the prices given are not always for the same number of copies, but in some cases for a single copy, in others for twenty-five, one hundred, or some other number. The reason for this diversity is that the publishers' methods of giving quotations have been followed. Ordinarily when a price is quoted for a relatively small number of tests, such as twenty-five, it means that they are sold only in lots of this number or some multiple thereof. When prices are quoted for single copies and usually when quoted for one hundred copies the exact number desired can be purchased. The price given for one or any number of copies of a test that possesses more than one form is for the stated number of copies of any one form, unless otherwise stated. If the teachers' manual of directions for giving and scoring is not priced separately, it is to be understood that a copy is included in each set containing the number of tests for which the price is given. Occasionally, the purchaser is required to pay transportation charges in addition to the prices quoted, but this is not generally true.

It should be noted that in the case of scales, such as those in handwriting, composition, and so forth, which are to be used only by the teacher or perhaps posted so that pupils can see and use them without requiring individual copies, only one is needed for a class. In the case of most tests, one will be needed for each member of the class and ordinarily an additional copy for the teacher, with one set of directions for giving and scoring.

AGRICULTURE

National Agricultural Tests

Vegetable Gardening Information; Forms A and B¹¹

Poultry Information; Forms A and B

Farm Crops; Forms A and B

These tests measure information through true-false statements, matching exercises, identification of pictures, and so forth. Similar tests on other phases of agriculture are in course of preparation and will probably appear as standardized tests in the near future. 30 minutes each.

Rural Education Department, Pennsylvania State College, State College, Pennsylvania. Sample set, 15c; 50c per 8; \$1.00 per 24; \$2.00 per 50.

¹¹In practically all cases in which more than one test or part is mentioned, each covers a different body of subject-matter, or perhaps the same subject-matter in a different way. On the other hand, when more than one form is mentioned it means that these are duplicates; that is, they cover the same subject-matter in essentially the same manner, but do not contain the same exercises or items. *Series* is sometimes used as synonymous with *form*, sometimes otherwise.

COMMERCIAL SUBJECTS

Arithmetic

Kinney Scale of Problems in Commercial Arithmetic

Test A; Parts I and II

Tests B and C; Forms 1 and 2 of each

Part I of Test A covers computation in the four fundamentals and Part II aliquot parts. Test B presents simple written problems in commercial arithmetic. Both A and B are to be used at the end of the first semester or perhaps sooner. Test C is similar to B, but is intended for use at the end of the second semester. Provision is made for tabulation and analysis of errors by the pupils themselves. Test A, 30 minutes; Tests B and C, about 30 minutes each.

Public School Publishing Company, Bloomington, Illinois. Sample set, 25c; \$1.00 per 25.

Bookkeeping

Carlson Bookkeeping Tests

Series A; Tests 1, 2, 3, 4, 5, 6, 7, 8, and 9

Series B; Tests 1 and 2

These tests are not thoroughly standardized, but probably will be fairly soon. They cover different phases of the subject, each dealing with three or more such phases, and are intended to be given at different times during the course, from the completion of the first few weeks to the end. Although designed especially for use with *Twentieth Century Bookkeeping*, they appear fairly well adapted for use with most texts in this subject. About 45 minutes each.

South-Western Publishing Company, 1-3 West Third Street, Cincinnati, Ohio. No charge except postage.

Gregg Rational Objective Tests in Bookkeeping and Accounting

Series A; Tests 1, 2, 3, 4; 5, 6, 7, 8, 9, and 10

Each test consists of two parts and covers approximately one-tenth of the usual subject-matter of first-year bookkeeping. They are not standardized. About 20 to 30 minutes each.

Gregg Publishing Company,¹² 2500 Prairie Avenue, Chicago. Complete set, 20c; 2c per copy. Teachers' key, 10c.

Stenography

Blackstone Stenographic Proficiency Test

Typewriting; Forms A, B, C, D, and E

This test requires the copying of a typewritten letter. Scoring is upon the basis of both speed and accuracy. 8 minutes.

World Book Company,¹³ 2126 Prairie Avenue, Chicago. Specimen set, 15c; \$1.00 per 25.

¹²The Gregg Publishing Company's home office is at 20 West Forty-seventh Street, New York City. Other addresses are Statler Building, Boston; Phelan Building, San Francisco; 57 Bloor Street West, Toronto.

¹³The World Book Company may also be addressed at its home office, Yonkers-on-Hudson, New York; likewise at 14 Beacon Street, Boston; 149 New Montgomery Street, San Francisco; 110 West Peachtree Street, Atlanta; 1307 Pacific Avenue, Dallas; Portland, Oregon; and Manila, P. I.

Hoke Tests in Gregg Shorthand

Tests A-1, B-1 and -2, C-1, -2, -3, -4, -5, -6, -7, -8, -9 and -10

Measuring Scales for Shorthand Penmanship, and Knowledge of Shorthand

The A-test is on reading ability, the B-tests on speed of writing and the C-tests on vocabulary, both words and phrases. The whole series measures shorthand ability with decided thoroughness and is highly diagnostic. A, 3 minutes; B, 2 minutes each; C, about 5 minutes each.

Gregg Publishing Company, 2500 Prairie Avenue, Chicago. Specimen set of tests, 30c; 25c per 25. Shorthand Penmanship Scale, 25c. Knowledge of Shorthand Scale, 10c.

Rollinson Diagnostic Shorthand Tests

Tests I, II, III and IV

Each consists of four parts, which deal with knowledge of principles, penmanship ability, facility of writing and reading ability. The series is intended to be used with the *Gregg Shorthand Manual*. 16 minutes.

Gregg Publishing Company, 2500 Prairie Avenue, Chicago. Sample set, 25c; 4c per copy.

Thurstone Examination in Typing

Form A

This test measures ability to type corrected typewritten copy, to tabulate and type items written in longhand, and to find and correct misspelled words. It probably gives a better measure of general stenographic ability than does the test described just above. About 30 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 15c; \$1.50 per 25.

DRAWING AND ART

Kline-Carey Measuring Scale for Free-Hand Drawing

Part I—Representation, Revised

This really consists of four scales dealing, respectively, with houses, rabbits, human figures in action, and trees (brush drawings). Each scale consists of fourteen specimens ranging in merit from 0 up to somewhere near 100 with a criticism of each specimen showing its strong and weak points. Although contained in a booklet, the scales can be unfolded so that all of each is visible at once. The authors have stated that they expect to prepare Part II on design and composition and Part III on color, but these have not yet appeared.

Johns Hopkins Press, Baltimore, Maryland. Copies of the four scales and record sheet, 30c; booklet containing the four scales, a brief account of revision, directions for use and record sheet, 60c.

Lewerenz Tests in Fundamental Abilities of Visual Art

The nine subtests deal with recognition of proportion, originality of line drawing, observation of light and shade, knowledge of subject-matter, visual memory of proportion, analysis in cylindrical perspective, parallel perspective, analysis in angular perspective, and recognition of color. They are intended to be chiefly prognostic rather than to measure achievement. 95 minutes.

Research Service Company, 4259 South Van Buren Place, Los Angeles. Sample set, without color chart, 50c. Parts I and II, 65c per 25; \$2.00 per 100; \$17.50 per 1000. Part III, \$1.00 per 25; \$3.50 per 100; \$32.50 per 1000. Teachers' manual, 25c. Color chart, \$4.00.

Meier-Seashore Art Judgment Test

This is a prognostic test composed of 125 pairs of pictures, each pair differing only in some one more or less important feature. Pupils are to indicate which of each pair they consider better or more artistic. About 50 minutes.

Bureau of Educational Research and Service, University of Iowa, Iowa City. \$1.00 per copy; \$8.75 per 10; \$28.50 per 35; \$75.00 per 100. Record sheets, 25c per 10; \$2.00 per 100.

Thorndike's Scale for General Merit of Children's Drawings, Revised and Extended

This extension of Thorndike's original scale contains many more specimens than the original, there being several at almost every step. The subjects dealt with are houses and human figures, the latter both singly and in groups. This scale has probably received much wider use than that of Kline and Carey, but the writer doubts if it can be used more easily or yields more reliable results.

Bureau of Publications, Teachers College, Columbia University, New York City. 50c per copy.

ENGLISH

Composition

Clark Letter Writing Test

The various parts of this test require pupils to identify the proper expressions for salutations and complimentary closes in both business and social letters, to put in proper form the jumbled portions of two letters, and to arrange in order the proper portions of a business and a social letter. About 40 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 15c; \$3.00 per 100.

Hudelson Typical Composition Ability Scale

This has largely superseded the same author's earlier English Composition Scale and is probably the most widely-used general purpose scale in this subject. It is printed on a single sheet instead of in booklet form as was Hudelson's first scale. The specimens in the scale are narratives dealing with "A Snowball Fight on Slatter's Hill." They are rated in terms of Hillegas values so that scores given are comparable with those from many other scales.

Public School Publishing Company, Bloomington, Illinois. Sample set, 20c; 10c per copy; \$1.00 per 25. Teacher's handbook, 10c.

Leonard Scale for the Judgment of Composition Quality Only

This scale, which also uses Hillegas ratings, consists of compositions on the general subject, "Doing Something Difficult but Worth While." At some steps there are two specimens, at others only one. It is rather unique in that no errors in the mechanics of English appear. Following each specimen its chief values and defects are pointed out. Although most of the compositions included were written by elementary-grade children, the scale can well be used in at least the lower two years of high school.

National Council of Teachers of English, 506 West Sixty-Ninth Street, Chicago. 15c per copy.

Lewis English Composition Scales

These five scales are intended to be used in measuring order letters, letters of application, narrative social letters, expository social letters, and simple narration. The original form of these scales has been revised so that now each consists of from eight to eleven specimens ranging in value from 0, or thereabouts, up to 80 or above, and also so that all of each scale can be before the eyes at once. For rating letters of the types dealt with, these scales are undoubtedly the best instruments available. On these scales also the ratings are in terms of Hillegas values.

World Book Company, 2126 Prairie Avenue, Chicago. Booklet containing all five scales, 25c.

Nassau County Supplement to the Hillegas Scale

This is a revision of the original Hillegas Scale which improved upon it in several points and largely superseded it. Since the appearance of the Hudelson and other scales, however, it has not received such wide use as formerly.

Bureau of Publications, Teachers College, Columbia University, New York City. 8c per copy; \$5.00 per 100. Teachers' manual, 35c.

Van Wagenen English Composition Scales

This series consists of three scales intended for the measurement of exposition, narration, and description, respectively. In each scale are fourteen or fifteen specimens. Each specimen is rated on thought content, structure, and mechanics, the ratings ranging from approximately 0 to about 100 and being equivalent to Hillegas values multiplied by ten. For rating expository and descriptive themes these scales are probably the best available.

World Book Company, 2126 Prairie Avenue, Chicago. Booklet containing the three scales, directions for their use, and practice material, 25c.

Language and Grammar

Briggs English Form Test

Forms Alpha and Beta

Each test consists of twenty sentences of increasing length which measure pupils' knowledge of seven of the most common elements of form. 20 minutes.

Bureau of Publications, Teachers College, Columbia University, New York City. Specimen set, 20c; 80c per 100; \$7.50 per 1000. Scoring stencils, 10c.

Clapp-Young Self-Marking School Tests—1. English

Form A

This test contains three parts dealing, respectively, with punctuation and capitalization, word form and usage, and grammar. By an ingenious device, the answers as given are automatically recorded as right or wrong and when a pupil has finished his work he merely has to release a few clips to be able to learn the correctness of his answers. 25 minutes.

Lakeland Publishing Company, 217 North Mill Street, Madison, Wisconsin. \$1.25 per 25.

Columbia Research Bureau English Test

Forms A and B

The four parts of this test measure knowledge of spelling, mechanical accuracy in composition, vocabulary, and literary knowledge. The material is rather

difficult, being hard enough for students in the upper years of high school and in college. Apparently the only norms available at present are for entering college freshmen. 105 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 30c; \$1.50 per 25.

Cross English Test

Forms A, B, and C

The parts of this test deal with spelling, punctuation, recognizing a sentence, verb and pronoun forms, idiomatic expressions, and miscellaneous faulty expressions. The available norms are chiefly those for college freshmen and the test is well suited to college as well as to upper grade high-school students. 45 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 20c; \$1.20 per 25.

Iowa Placement Examinations, Revised, English

Series EA1—Aptitude, Forms A and B

Series ET1—Training, Forms A and B

As the names imply, one series of these tests is primarily prognostic and measures the probable success of pupils in language work, whereas the other measures training or achievement. The former presents certain grammatical and rhetorical rules and calls for their application, requires the careful reading of two selections of prose and one of poetry with the answering of questions concerning the facts discussed and the grammatical and rhetorical forms used. The test on training calls for the recognition of correct and incorrect spelling, punctuation, grammar, and sentence structure. Aptitude, 43 minutes; Training, 40 minutes.

Bureau of Educational Research and Service, University of Iowa, Iowa City. \$3.50 per 100.

Kirby (Iowa) Grammar Test

Forms 1 and 2

Although this contains material rather similar to that in Charters' tests which are not listed for high-school use, it is included because the items are probably somewhat more difficult and norms for the four high-school years are available. Pupils are required to select the proper one of two grammatical forms and to choose the appropriate rule or principle from a given list. 35 minutes.

Bureau of Educational Research and Service, University of Iowa, Iowa City. \$1.75 per 100.

Pressey Diagnostic Tests in English Composition

Tests (a), (b), (c), and (d); Forms 1 and 2 of each

Although called tests in English Composition, this series belongs rather under language and grammar, since the four tests deal with capitalization, punctuation, grammar, and sentence structure, respectively. The selection of items included was determined by an analytical study of usage in magazines, newspapers, and letters and of frequent tendencies to errors. The tests are unusually short and easily scored. About 5-10 minutes each.

Public School Publishing Company, Bloomington, Illinois. Sample set, 15c; Tests (a) and (b), 75c per 100; Tests (c) and (d), \$1.50 per 100.

Pribble-McCrory Diagnostic Tests in Practical English Grammar

Forms A and B

The seven parts of each form call for about 175 responses dealing with verbs, pronouns, adjectives and adverbs, nouns, miscellaneous constructions, sentence recognition, and redundancy. 40 minutes.

Lyons and Carnahan, 221 East Twentieth Street, Chicago. 4c per copy; \$1.40 per 25; \$2.10 per 50.

Purdue Diagnostic English Test

Forms A and B

This deals with punctuation, grammar, choice of words, spelling, information, vocabulary, and descriptive and informational reading. 35 minutes.

Lafayette Printing Company, Lafayette, Indiana. Specimen set, 15c; \$1.00 per 25.

Schutte English Diction Test

This consists of a fourteen-page narrative in which more than four hundred words or expressions are marked. Each of those marked is to be checked if it contains an error in English diction. The majority do not interfere with the meaning and although many of them should be found by the well-trained high-school pupil, some are difficult enough that few college students will mark them. About 45 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set without scoring key, 15c; 8c per copy; \$3.00 per 25.

Tressler English Minimum Essential Test

Forms A, B, and C

The seven parts of each test deal with grammatical correctness, vocabulary, punctuation and capitalization, sentence structure, sentence sense, inflection and accent, and spelling. The spelling part of the test differs from that in most similar tests in that the pupils are actually required to spell a list of words. About 45 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 10c; 75c per 25.

Wakefield Diagnostic English Test

Forms A and B

This test deals with noun and verb construction, voice, mood, tense, classification of sentences, and certain miscellaneous common errors. It is claimed that it possesses high diagnostic value, but each part is probably somewhat too short to justify this claim entirely. About 35 minutes.

Bureau of Administrative Research, College of Education, University of Cincinnati, Cincinnati. Specimen set, 20c; 2½c per copy; \$2.00 per 100.

Wilson Language Error Test

Tests 1 and 2

Each test consists of three stories which may be used as three forms. Each story contains about thirty errors in choice and arrangement of words, grammatical forms, spelling, and so forth, and the pupils are expected to correct these errors. About 10 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 10c; 80c per 25.

Literature

Abbott-Trabue Exercises in Judging Poetry

Series X and Y

Each of the two duplicate series contains thirteen exercises and each exercise four versions of a selection of poetry. The selections cover a wide range of difficulty. Those being tested are expected to select the best and worst of each set of four. It is probably wise to limit the use of these scales to the two upper years of high school. About 40 minutes.

Bureau of Publications, Teachers College, Columbia University, New York City. Specimen set, 35c; 5c per copy. Manual of directions, 25c.

Barrett-Ryan Literature Test

Forms A and B

In this test are from one to five multiple-choice exercises dealing with each of thirty-five books and selections commonly studied in high school. The content is entirely factual. This test is not thoroughly standardized, but probably will be soon. 35 minutes.

Bureau of Educational Measurements and Standards, Kansas State Teachers College, Emporia, Kansas. Sample set, 20c; 75c per 25; \$1.25 per 50; \$2.25 per 100.

Columbia Research Bureau English Test

This test, a portion of which deals with literature, has been described under the heading "Language and Grammar" since most of it is in that field.

Hadsell-Wells Objective Tests in Literature

This series includes tests on more than a dozen books and selections commonly read in high school. Each consists of from 60 to 150 items. 40 minutes or less each.

Harlow Publishing Company, Oklahoma City, Oklahoma. 3-10c per copy; 65c-\$2.00 per 25. Scoring key, 10c.

Kennon Test of Literary Vocabulary

Forms A and B

Each form of this test presents 100 rather difficult and unusual words taken from the literature commonly studied in college courses. It is rather difficult for use in high school and yet juniors and seniors at least should know the meaning of many of the words included. About 20 minutes.

Bureau of Publications, Teachers College, Columbia University, New York City. Specimen set, 20c; \$6.00 per 100.

Logasa-Wright Tests for Appreciation of Literature

Test 1, Discovery of Theme

Test 2, Reader Participation

Test 3, Reaction to Sensory Images

Test 4, Comparisons

Test 5, Trite and Fresh Expressions

Test 6, Rhythm

These tests are supposed to be numbered and arranged in the order in which one learns to appreciate literature. They are probably somewhat difficult for

high-school freshmen and sophomores, but not for juniors and seniors. About 15 minutes each.

Public School Publishing Company, Bloomington, Illinois. Sample set, 15c; in quantities, 10c.

Moe Book Tests

This is a series of 400 tests on as many different novels, plays, biographies, essays, and so forth, which are used for outside reading. Each test consists of ten multiple-answer exercises that test rather well whether the selection or book has actually been read. They are not standardized and are so recent that the extent of their use cannot be predicted, but they appear to offer real help to the teacher of high-school English. About 5 minutes each.

Kenyon Press Publishing Company, Wauwatosa, Wisconsin. 5c per copy; set of tests on 100 commonly read books, \$3.75; 2 sets, \$7.50; 3 sets, \$10.00; 4 sets, \$12.75. Answer slips, \$1.00 per 1000; \$4.00 per 5000; \$7.50 per 10,000.

Omwake-Schwarz-Ronning English Literature Test

Although probably better suited for use in college, this test has been rather widely employed in high school. It contains 160 items dealing with English, American and, to a slight extent, other literature. 35 minutes.

Center for Psychological Service, 2024 G Street, N. W., Washington, D. C. 5c per copy; \$4.50 per 100.

Satterfield Objective Tests in English

These are not standardized tests and the publishers state that they do not at present plan to attempt to collect results and establish norms. They are, however, receiving wide use and serve a desirable purpose rather well. The series consists of a number of different tests, each covering a book widely studied in high-school literature. At present, at least eighteen books are included. Each test consists of several sub-tests in true-false, multiple-answer, completion, and other forms. About 30 minutes each.

Smith, Hammond and Company, Atlanta, Georgia. \$1.25 per 35.

Reading

Chapman Unspeeded Reading Comprehension Test

This consists of a series of thirty-one short paragraphs to be read very carefully. In each there is one word which spoils the meaning and this is to be crossed out. Speed is not scored. 30 minutes.

J. B. Lippincott Company,¹⁴ 2244 Calumet Avenue, Chicago. \$1.00 per 50.

Haggerty Reading Examinations

Sigma 3; Forms A and B

This test consists of three parts dealing with vocabulary, sentence reading, and paragraph reading. Each of these parts is a power test. Provision is made for combining the scores into a total single measure of reading ability. About 30 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 45c; \$1.10 per 25. Manual of directions, 25c.

¹⁴The Lippincott Company's home office is at 227 South Sixth Street, Philadelphia.

Inglis Tests on English Vocabulary

Forms A, B, and C

The words contained in these tests represent a sampling of the field covered by the intelligent general reader. Each contains 150 words placed in phrases or sentences followed by five synonyms or definitions. The proper one of the five in each case is to be indicated. About 30 minutes.

Ginn and Company,¹⁵ 2301 Prairie Avenue, Chicago. 72c per 30.

Iowa Silent Reading Tests

Form A

The various parts of this test measure the following abilities that tend to compose general reading ability: paragraph comprehension, word and sentence meaning, sentence and paragraph organization, use of index, and rate. Material is drawn from literature, mathematics, science and social studies. 56 minutes.

Bureau of Educational Research and Service, University of Iowa, Iowa City. Unit set, 30c; \$5.00 per 100. Manual, 20c.

Markham English Vocabulary Tests for High School and College Students

Forms I and II

Each of 125 words used in either phrases or sentences is followed by five words of which one is synonymous. The 125 words were mostly chosen at random from a dictionary. About 40 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 10c; \$1.00 per 25.

Monroe Standardized Silent Reading Tests

Test III; Forms 1 and 2

This is a very widely-used test consisting of twelve paragraphs to be read. A single question concerning each must be answered. Rate and comprehension scores are both provided for. It is one of the simplest reading tests to give and score. 5 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 6c; \$1.00 per 100.

Poley Précis Test

Each of eight selections from English, history, science, mathematics, and so forth is followed by five brief summaries. Pupils are to select the best one of each set and mark the others as either wrong or merely inadequate. 40 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 15c; 75c per 25.

Purdue Reading Test

Forms A and B

This test is composed of selections from the fields of a number of high-school and college subjects followed by true-false or completion statements, single or multiple-answer questions dealing with the content. 40 minutes.

Lafayette Printing Company, Lafayette, Indiana. Specimen set, 45c; \$1.25 per 25. Teachers' manual, 25c.

¹⁵Ginn and Company's home office address is 15 Ashburton Place, Boston. Other addresses are 70 Fifth Avenue, New York City; 95 Luckie Street, Atlanta, Georgia; 1913 Bryan Street, Dallas, Texas; 199 East Gay Street, Columbus, Ohio; and 45 Second Street, San Francisco.

Stanford Test of Comprehension of Literature

Tests I, II, and III; Forms A and B of each

Test I deals with narration and description, II with character and emotion, and III with exposition. Each consists of ten or twelve selections to be read, followed by four multiple-answer exercises apiece. The content is taken from books and selections commonly read in junior and senior high-school literature. 20 minutes each.

Stanford University Press, Stanford University, California. 75c per 25; \$2.50 per 100; \$10.00 per 500; all three tests, \$2.00 per 25; \$7.00 per 100; \$30.00 per 500.

Thorndike-McCall Reading Scale for the Understanding of Sentences

Forms 1, 2, 3, 4, 5, 6, 7, 8, and 9

This is one of the most widely-used reading tests. It consists of a series of paragraphs of increasing difficulty about each of which questions are to be answered. It measures power or comprehension, yielding no rate score. 30 minutes.

Bureau of Publications, Teachers College, Columbia University, New York City. Specimen set, 10c; \$2.00 per 100, \$18.00 per 1000.

Van Wagenen Reading Scales

History Scales A and B

General Science Scales A and B

English Literature Scales A, B, and C, Alpha and Beta

In form these are similar to many other reading scales, consisting of a series of paragraphs to be read and statements concerning their content to be marked true or false. They are distinctive, however, in that all the material dealt with in each scale is taken from a single field of subject-matter. Their chief purpose is, therefore, to be prognostic of the probable success of pupils in the three subjects. English Literature Scales Alpha and Beta differ from A, B, and C, in that they contain both poetry and prose, whereas the former include only prose, and that they test comprehension through multiple-answer rather than true-false exercises. About 45 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 20c; \$3.00 per 100.

Whipple High-School and College Reading Test

Forms A and B

Form A contains material dealing with the League Assembly and Form B with the exclusion of the Japanese. Various questions and directions, inserted in the material to be read, are to be answered or carried out. Although a time limit is provided, the test appears to measure chiefly carefulness of reading. 10 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 15c; \$3.00 per 100.

Spelling

Buckingham Extension of Ayres Spelling Scale

This extension includes 505 words in addition to the 1000 in the original Ayres scale, most of the added ones being relatively difficult. The additional

words were not chosen in the same manner as the original thousand and hence do not belong to a fundamental writing vocabulary in the same sense.

Public School Publishing Company, Bloomington, Illinois. 14c per copy; 36c per 3.

National Spelling Scales

For Junior High Schools; Tests 1, 2, and 3

For Senior High Schools; Tests 1, 2, and 3

Each test consists of slightly over fifty sentences in completion form, the words to be spelled being omitted. The complete sentences are read by the examiner and the proper words written in by the pupils. Words were selected and arranged according to their difficulty as found in the Buckingham Extension of the Ayres Spelling Scale, the Seven S Spelling Scales, the Iowa Spelling Scales, and the Thorndike Word Book. About 10 minutes.

National Publishing Society, Mountain Lake Park, Maryland. 2c per copy. Directions, 10c. Record sheet, 2c.

Simmons-Bixler Standard High School Spelling Scale

This includes a spelling test of 100 words in sentences and 64 test lessons of 40 words each. The words used were those left in the Commonwealth Investigation list of 5000 after abbreviations, most plurals and past tenses, and too easy words were eliminated.

Smith Hammond and Company, Atlanta, Georgia. 44c per copy; in quantities, 33c.

Sixteen Spelling Scales Standardized in Sentences for Secondary Schools (Seven S Spelling Scales)

Each of these scales consists of twenty words incorporated in sentences for purposes of dictation. The words only are written by the pupils, however. The difficulty of each of some two thousand commonly used words was carefully determined and from these the four hundred actually used in the scales selected. Twelve of the scales are relatively easy and the other four decidedly more difficult. About 5 minutes.

Bureau of Publications, Teachers College, Columbia University, New York City. Booklet containing all scales, 40c.

HEALTH

Gates-Strang Health Knowledge Tests

Complete series and Form 1

The complete series consists of 520 multiple-answer exercises for each of which the difficulty has been determined. Form 1 consists of 64 of these exercises arranged in order of increasing difficulty. Many of the items should be answered by elementary-school children, but others are hard enough for those in high school. Form 1, 40 minutes.

Bureau of Publications, Teachers College, Columbia University, New York City. Complete series, \$1.00. Form 1, specimen set, 15c; \$3.00 per 100.

HOME ECONOMICS

Davis Achievement Scales in Household Science

Scales A, F, L, R, and S; Division I of each

Scale A tests knowledge of food composition and diet planning, F of marketing and housewifery, L of the care, preservation, and preparation of food, R and S home economics in general. They are apparently too short to be very diagnostic. 40 minutes each.

Ginn and Company, 2301 Prairie Avenue, Chicago. 72c per 30.

Frear-Coxe Clothing Test

The five parts of this test deal with clothing construction, care and repair, selection from a hygienic standpoint, choice according to appropriateness, and economy. Scoring is not wholly objective. About 60 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 15c; \$1.25 per 25.

Illinois Food Test

This is an information test on foods consisting of 100 exercises arranged under fourteen headings. 35 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 10c; 75c per 25.

King-Clark Foods Test

This is a revision of the earlier test on the same subject by King. It consists of sixty multiple-answer exercises that deal with information about foods and their preparation. 30 minutes.

World Book Company, 2126 Prairie Avenue Chicago. Specimen set, 10c; \$1.00 per 25.

Murdoch Analytic Sewing Scale for Measuring Separate Stitches

This scale consists of five specimens of each of five varieties of stitches, these varieties being running, backstitch, overcasting, combination, and hemming. The chief purpose of constructing it was to make a scale for pupils' use which could be handled more easily than the original Murdoch Sewing Scale. It may be used to supplement the latter, especially since the same norms apply.

Bureau of Publications, Teachers College, Columbia University, New York City. 25c per copy; discount on quantities. Manual, 10c.

Murdoch Sewing Scale

In this, the original scale, there are fifteen sewing samplers arranged in order of merit, three views of each being shown. It is better suited for teachers' than pupils' use because it is difficult for the latter to distinguish between the degrees of merit.

Bureau of Publications, Teachers College, Columbia University, New York City. \$1.50 per copy.

Stevenson-Trilling Test in Comprehension of Patterns

The five parts of this test deal with recognition of parts of patterns, comprehension of pattern lines, understanding of notches, alteration of patterns, and placing patterns on material. It is, therefore, intended to be diagnostic of these five necessary performances in the use of patterns.

Public School Publishing Company, Bloomington, Illinois. Sample set, 15c; \$1.00 per 25.

Streeter-Trilling Test at the Completion of Food Preparation Courses in the Junior High School

This is a short, easily administered test over the preparation of food. For very general measures of this ability, there is probably no better test. 17 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 10c; 75c per 25.

INDUSTRIAL ARTS

Castle Mechanical Drawing Test

The five subtests composing this test both knowledge about mechanical drawing and ability to draw. 41 minutes.

Manual Arts Press, Peoria, Illinois. 25c per 5.

Hunter Shop Tests

This series consists of fourteen tests on various phases of woodworking, four on mechanical drawing, five on machine-shop work, two on electricity, two on auto mechanics, one on printing, one on shop English, and three on shop mathematics. 5 to 30 minutes each.

Manual Arts Press, Peoria, Illinois. 25c per 25.

Laubach-Wells Woodworking, Printing, Machine-Shop, and Mechanical Drawing Tests

Each of the four tests contains one hundred true-false and the first three in addition twenty-five completion statements covering the subject dealt with in a general way. Woodworking and Printing, 25 minutes each; Machine-Shop, 20 minutes; Mechanical Drawing, 30 minutes.

Manual Arts Press, Peoria, Illinois. 25c per 5.

Nash-Van Duzee Industrial Arts Tests

Test I; Scales A and B

Scale A deals with Technical and Related Information in Woodworking and B with Performance, requiring actual work in the shop. Scale A, 40 minutes.

Bruce Publishing Company, 354 Milwaukee Street, Milwaukee. Specimen set, 65c; \$1.10 per 25. Manual, 50c.

Newkirk-Stoddard Home Mechanics Test

Forms A and B

This deals with electrical and other jobs commonly occurring about a house. 40 minutes.

Bureau of Educational Research and Service, University of Iowa, Iowa City. \$4.00 per 100. Manual, 10c.

Spink Grading Chart for Mechanical Drawing

This chart or scale includes six steps, in each of which there are samples of lettering, numbering, and simple drawings. In addition to the high-school chart, the same sheet contains one for the elementary grades which makes use of five of the same sets of specimens, but assigns them different degrees of merit. Apparently this scale has not received wide use.

Safety Electric Heater Company, 761 Fourth Avenue, Faribault, Minnesota. 75c per copy; \$3.00 per 6.

LATIN

Deferrari-Foran Latin Tests

Comprehension Test

Vocabulary and Forms; Forms A and B

The comprehension test consists of nine passages followed by English questions to be answered; the other test measures knowledge of vocabulary and forms in combination, including nouns, pronouns, adjectives, and verbs. Comprehension, 45 minutes; Vocabulary and Forms, 30 minutes.

Catholic Education Press, Brookland Station, Washington, D. C.
\$1.00 per 25; 15 per cent discount to schools.

Godsey Latin Composition Test

Forms A and B

Each of the three parts of this test presents eleven English sentences and their Latin translations, for some part of which four possible forms are given. The pupils being tested are to select the proper form in each case and from a list of rules choose the one which applies. A number of the sentences are too difficult to be handled until near the end the first-year study of Latin and some are so difficult that the tests can be used later, in the second, third, and fourth years. 30 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set,
15c; \$1.00 per 25.

Henmon Latin Tests

Tests 1, 2, 3, 4, and X

The present series of tests represent a revision of earlier ones. Each contains two parts, vocabulary and sentences, to be translated. The four numbered tests are duplicates, each containing fifty words and ten sentences. Test X is shorter, containing only twenty-five words, but twelve sentences. The difficulty of the words and sentences has been carefully determined. 20 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set,
10c; 50c per 25.

Hutchinson Latin Grammar Scales

Scales A and B

Part I deals with nouns, pronouns, and adjectives, Part II with verbs. In each exercise the correct one of four Latin translations of an English sentence is to be marked. Vocabulary and constructions were chosen according to frequency of occurrence in high-school Latin. 25 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set,
15c; 50c per 25.

Inglis Latin Tests

General Vocabulary; Forms A, B, C, D, and E

Syntax; Forms A and B

Morphology; Forms A, B, C, D, and E

The vocabulary test contains 150 Latin words for which the English equivalents are to be given. The one on syntax deals with cases and constructions that should be used in translating English expressions contained in sentences, cases following prepositions, adjectives and verbs, moods, tenses, names of constructions, and conjunctions that should be used to translate verbs contained in English sentences. The morphology test calls for certain specified forms of various nouns, pronouns, adjectives, adverbs, and verbs and for the identification of the

forms of certain given nouns and verbs. Weighting is not on the basis of difficulty, but on that of frequency of occurrence of the various items. This of course means that the selection of content was based on the study of such frequency of occurrence. About 40 minutes.

Ginn and Company, 2301 Prairie Avenue, Chicago. 36c per 30.

New York Latin Achievement Tests

Tests 1 and 2; Forms A and B of each

Test 1 covers the work of the first semester, including vocabulary, inflection, verb, noun, pronoun and adjective forms, pronunciation, translation of single words and sentences, and syntax. Test 2, for the second semester, is largely similar. Although based upon the New York State Syllabus, these tests appear to be fairly well suited to most first-year courses.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 45c; \$1.30 per 25.

Orleans-Solomons Latin Prognosis Test

Form A

The chief feature of this test is that it presents to the pupil a number of short lessons in Latin and attempts to determine how correctly and well these lessons are learned. The material includes vocabulary, translation, and grammar. The function of the test is to determine in advance the probable quality of an individual's work in Latin. It should not be used with pupils who have already studied the subject. 46 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 15c; \$1.30 per 25.

Pressey Test in Latin Syntax

Form 1

This test contains thirty-two English sentences with four possible translations of each into Latin. These translations differ in the forms of the words used, not in the vocabulary. The proper translation of each sentence is to be indicated. 20 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 10c; 50c per 25.

Stevenson Latin Vocabulary Test

Forms I, II, and III

Each of the three parts of this test contains forty English words and the Latin equivalents of twenty of them. The proper connections are to be made. 15 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 15c; 50c per 25.

Stevenson-Coxe Latin Derivative Test

Forms I, II, and III

Each of the three parts of this test contains twenty-five Latin and twenty English words, each of which is derived from one of the Latin words. Pupils are to indicate the one from which each is derived. 15 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 15c; 50c per 25.

Tyler-Pressey Test in Latin Verb Forms

Form 1

Thirty-two Latin verb forms are presented with four possible English translations of each, the differences being in mood, tense, number, person, and so forth. The proper one of the four translations in each case is to be underlined. 15 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 10c; 50c per 25.

Ullman-Kirby Latin Comprehension Test

Forms I and II

This Latin test is similar to a number of the most common reading tests, such as the Thorndike-McCall and others. It consists of ten short Latin paragraphs with three or four questions in English concerning the content of each. The answers are to be given in English. 30 minutes.

Bureau of Educational Research and Service, University of Iowa, Iowa City. \$1.75 per 100.

Ullman-Smalley Progress Tests in Latin

This is a series of over seventy tests dealing with vocabulary, sentences, forms, syntax, derivatives and word study, comprehension, and Roman civilization. Although planned particularly to accompany Ullman and Henry's *Elementary Latin*, several other recent texts were considered in constructing them. They are not standardized, being intended for instructional rather than measurement purposes. About 15-30 minutes each.

The Macmillan Company, 2459 Prairie Avenue, Chicago.^{15a} Booklet containing all tests, 80c.

White Latin Test

Forms A and B

Part I contains one hundred Latin words with four possible translations of each, and Part II twenty Latin sentences with three or four possible translations of each. The correct translation is to be indicated in each case. The test is suited for use from the first year of high school on through the second, third, and fourth years. 35 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 20c; \$1.20 per 25.

MATHEMATICS

Algebra

Columbia Research Bureau Algebra Test

Forms A and B

Part I of this test consists of a number of exercises in the mechanical operations of algebra. Most of these exercises deal with the solution of equations and a few with graphs. Part II consists of written problems. The material contained in the test is fairly difficult, some of it belonging in college rather than high school. 100 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 20c; \$1.30 per 25.

^{15a}Other addresses are 60 Fifth Avenue, New York City; 240 Newbury Street, Boston; 500 Spring Street, N. W., Atlanta; Ross Avenue and Akard Street, Dallas; and 350 Mission Street, San Francisco.

Douglass Standard Diagnostic Tests for First-Year Algebra

Series A and B; Forms I and II of each

Series A consists of exercises in the four fundamental operations and in the solution of simple equations. Series B contains more difficult exercises, its seven parts dealing with fractions; factoring; formulae and fractional equations; simultaneous equations; graphs; square roots, exponents, and radicals; and quadratic equations. The arrangement is such that Series B may be given in several parts, each covering a particular unit of work, rather than all at once. Series A, 34 minutes; Series B, 102 minutes.

Bureau of Administrative Research, College of Education, University of Cincinnati, Cincinnati. Series A, 2c per copy; \$1.60 per 100. Series B, 4c per copy; \$3.50 per 100.

Douglass Standard Survey Test for Elementary Algebra

Tests I and II; Forms A and B of each

Test I consists of twenty-five exercises covering the work of the first semester, Test II of the same number covering that of the second. They are intended to conform to the recommendations of the National Committee on Mathematical Requirements and to emphasize the solution of equations, formulae and graphs of the sort likely to be of greatest use later. 40 minutes.

Bureau of Administrative Research, College of Education, University of Cincinnati, Cincinnati. 2½c per copy; \$2.00 per 100.

Hotz First Year Algebra Scales

Addition and Subtraction Scale; Series A and B

Multiplication and Division Scale; Series A and B

Equation and Formulae Scale; Series A and B

Graph Scale; Series A and B

Problem Scale; Series A and B

Each of the Series A scales contains a selection of about one-half of the exercises in the corresponding Series B scale. The number of exercises in A varies from eight to twelve, in B from eighteen to twenty-five. The scales are intended to yield measures of class rather than of individual achievement. Series A, 20 or 25 minutes each; Series B, 40 minutes each, except Graph Scale, 25 minutes.

Bureau of Publications, Teachers College, Columbia University, New York City. Specimen set, 75c; 70c per 100, except Graph Scale which is \$1.25 per 100. Manual of directions, 75c.

Illinois Standardized Algebra Test

This test is composed of four parts, all of which deal with the simple equation. Part I has the two unknowns in the first member of the equation, Part II one unknown in each, Part III is similar to II, but brings in the parenthesis, and Part IV is likewise similar but introduces fractions. This has superseded the earlier Monroe Standardized Algebra Test. 28 minutes.

Public School Publishing Company, Bloomington, Illinois. Specimen set, 15c; \$2.50 per 100.

Orleans Algebra Prognosis Test

Form A

This consists of an arithmetic test and twelve subtests dealing with different phases of algebra. Interspersed with the latter are eleven short lessons, each explaining the phase covered by the following subtest. The test appears to give

rather good predictions of pupils' ability to succeed in high-school algebra. 81 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 20c; \$1.50 per 25.

Schorling-Clark-Lindell Instructional Tests in Algebra with Goals for Pupils of Varying Abilities

This is a series of fifty-two tests with accompanying answers intended for use by pupils as learning devices and not as standardized tests. Provision is made for review, recording improvement, and so forth. 8 minutes each.

World Book Company, 2126 Prairie Avenue, Chicago. Booklet containing all tests, 28c.

Smith-Reeve-Morss Exercises and Tests in Algebra Through Quadratics

The 224 tests of this series, grouped under thirteen topics, cover very thoroughly the subject dealt with. They are not standardized, but are valuable for instructional and drill purposes. 3 to 30 minutes or more each.

Ginn and Company, 2301 Prairie Avenue, Chicago. Booklet containing all tests, 60c.

GEOMETRY

American Council Solid Geometry Test

Forms A and B

This test is long enough to cover solid geometry rather well. Only tentative norms have been announced to date. 60 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 20c; \$1.25 per 25.

Columbia Research Bureau Plane Geometry Test

Forms A and B

Part I consists of sixty-five true-false statements concerning various aspects of geometry and Part II of thirty-five problems designed to test geometric reasoning ability. This is probably the best available test in plane geometry, although the norms at present available are for college freshmen rather than high-school students. 60 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 25c; \$1.20 per 25.

Hart Geometry Tests

Tests I, II, III, IV, and V

These tests are especially designed for use with a text of which Hart is co-author. They appear fairly well suited for more general use. Most of the exercises deal with figures already provided or require pupils to draw their own. About 45 minutes each.

D. C. Heath¹⁸ and Company, 1815 Prairie Avenue, Chicago. \$1.26 per 20 of all tests.

¹⁸D. C. Heath and Company also have offices at 231-245 West 39th Street, New York City; 285 Columbus Avenue, Boston; 182 Second Street, San Francisco; 29 Pryor Street, N. E., Atlanta; and 1911 Bryan Street, Dallas.

McMindes Achievement Test in Plane Geometry

Forms A and B

The three parts cover the subject of plane geometry in considerable detail. This test is claimed to be more thought provoking than are most similar tests. 60 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 15c; 75c per 25.

Orleans Geometry Prognosis Test

Form A

This is similar to the Orleans Algebra Prognosis Test, but apparently slightly less valid for the prediction of pupils' success. 70 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 20c; \$1.50 per 25.

Perry Geometry Tests

Tests I, II, III, IV, and V

These five tests cover the five books into which plane geometry is commonly divided. Each consists of thirty exercises dealing with definitions and theorems, computations, logical conclusions, and geometric constructions. 35 minutes.

Lafayette Printing Company, Lafayette, Indiana. Specimen set, 25c; 75c per 25.

Renfrow Diagnostic Tests in Plane Geometry

Tests I and II; Forms A and B of each

Test I deals with lines, triangles, polygons and circles, covering the work usually taught in the first semester, and Test II with what is usually taught in the second semester. Most of the exercises on both tests consist of figures that are to be dealt with in different ways. About 45 minutes each.

Bureau of Administrative Research, College of Education, University of Cincinnati, Cincinnati. Specimen set, one form 10c; all forms, 35c; 4c per copy; 85c per 25.

Schorling-Sanford Achievement Test in Plane Geometry

Forms A and B

Each form consists of five parts; the first is a completion exercise on various geometrical facts; the second requires that conclusions be drawn from given data; the third that the correctness of conclusions be judged; the fourth deals with the analysis of construction; and the fifth with computation. 52 minutes.

Bureau of Publications, Teachers College, Columbia University, New York City. Specimen set, 35c; 10c per copy. Manual of directions, 25c.

Seattle Solid Geometry Test Series

Tests I, II, III, IV, V, VI, VII, VIII, and IX

Scales A and B

The nine tests cover various topics in solid geometry, whereas the two scales cover the whole subject. Scale A is intended for use as a final examination and Scale B as a preliminary one. These tests have passed through several careful revisions and appear to possess high merit. Tests I-IX, 20-25 minutes each; Scales A and B, 45-50 minutes each.

Public School Publishing Company, Bloomington, Illinois. Sample set, 30c; \$5.00 per 25 of all tests and Scale A; 50c per 25 of Scale A or B.

Smith-Reeve-Morss Exercises and Tests in Plane Geometry

This series is similar to the one in algebra by the same authors, differing chiefly in the number of tests contained. There are only 160 in this series, the last 6 of which are general tests over the whole year's work.

Ginn and Company, 2301 Prairie Avenue, Chicago. Booklet containing all tests, 48c.

Webb Geometry Test

Form A

Two of the five parts of this test are in completion form, two in multiple-answer form, and the fifth calls for construction work. The first completion part is all based upon a single figure and requires various numerical calculations. 40 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 15c; 75c per 25.

Trigonometry

American Council Trigonometry Test

Forms A and B

This contains over one hundred test elements, of which about half require numerical answers. Only very tentative norms are yet available. 70 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 20c; \$1.25 per 25.

General

Iowa Placement Examinations, Revised, Mathematics

Series MA1—Aptitude; Forms A and B

Series MT1—Training; Forms A and B

The aptitude test deals with mathematical material that is not in general as directly the product of instruction, particularly high-school instruction, as is that contained in the training test. In addition to dealing with quantities, principles, and problems of various sorts it also tests the pupils' ability to read a mathematical discussion. The training test contains items in arithmetic, algebra, and geometry. The tests are fairly difficult and are perhaps better suited for use with those beginning college mathematics than with those beginning their high-school work in this subject, yet appear to be of distinct value in the latter connection. 40 minutes each.

Bureau of Educational Research and Service, University of Iowa, Iowa City. \$3.50 per 100.

MODERN FOREIGN LANGUAGE

French

American Council French Tests

Tests Alpha, Beta, and Grammar Test; Forms A and B of each

Part I of Test Alpha deals with vocabulary and grammar, Part II with silent reading and composition, and Beta with the same phases of French except silent reading. Both are long enough to provide comprehensive measures of the

abilities tested. They are probably the best all around tests in French now available. Alpha, 80 minutes; Beta, 90 minutes; Grammar, 22 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Alpha, specimen set, 35c; either part, \$1.25 per 25. Beta, specimen set, 25c; \$1.30 per 25. Grammar, specimen set, 20c; \$1.25 per 25.

Columbia Research Bureau French Test

Forms A and B (C and D to appear soon)

This test consists of 100 French words with 5 possible English meanings of each, 75 true or false French statements and 100 English sentences partly translated, the rest to be supplied. The test is based upon a selection of elements from 16 first-year texts and covers such a range of difficulty that it may be used from the first year of high-school through several years of college French. 90 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 20c; \$1.30 per 25.

De Sauze Standardized French Tests

Grammar Tests 1, 2, and 3

Vocabulary and Comprehension Tests 1, 2, and 3

These tests are especially designed for use with *Cours Pratique de Français* by the same author but, for the most part, contain material found in almost any first-year French book. Test 1 of each series covers the first nine lessons in that book, Test 2 the first twelve lessons, and Test 3 lessons twelve to twenty-six. It is announced that another series of three more tests is to appear shortly. Grammar, 35 minutes each. Vocabulary and Comprehension 1, 30 minutes; 2, 45 minutes; 3, 50 minutes.

John C. Winston Company,¹⁷ 623-633 South Wabash Avenue, Chicago. 5c per copy.

Henmon French Tests

Tests 1, 2, 3, and 4

These are similar to the same author's Latin Tests. Each contains sixty French words arranged in order of increasing difficulty and twelve sentences, likewise arranged, to be translated into English. The words used are common to twelve widely-used beginners' textbooks. The four tests are duplicate forms. 20 minutes each.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 10c; 50c per 25.

Iowa Placement Examinations, Revised, French

Series FT1; Forms A and B

The first part of this test calls for the English synonyms of sixty French words, the second part for correcting the mistakes in forty French sentences, the third for picking the proper one of four verb forms to go with the given remainder of each of forty sentences, and the last gives three paragraphs in French which are to be read and questions concerning them to be answered in English. 45 minutes.

Bureau of Educational Research and Service, University of Iowa, Iowa City. \$3.50 per 100.

¹⁷Other addresses for this company are: 1006-1016 Arch Street, Philadelphia; 149 New Montgomery Street, San Francisco; 425 W. Peachtree Street, N. W., Atlanta, Georgia; 707 Browder Street, Dallas, Texas; 106-114 Spadina Avenue, Toronto, Canada.

Twigg French Vocabulary Test

Form A

The words included in this test were selected after a count of 100,000 word occurrences in standard literature, scientific works, magazines, newspapers, and letters. One hundred fifty French words are presented for which English meanings are to be given, fifty of them being in a list and each of the others contained in a sentence. These tests are not yet thoroughly standardized. About 30 minutes.

Ginn and Company, 2301 Prairie Avenue, Chicago. 36c per 30.

German

American Council Alpha German Test

Forms A and B

This is similar in derivation to the American Council Alpha French Test and is likewise the most complete standardized measuring instrument in the subject. 80 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 40c. Part I, \$1.30 per 25. Part II, \$1.25 per 25.

American Council on Education German Reading Scales

Scales A; Divisions 1 and 2

Division 1 is to be used in the first and second years of German, Division 2 in the second and third. Each consists of fifteen paragraphs, arranged in order of difficulty, followed by true-false statements dealing with their content. 50 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 20c; 75c per 25.

Columbia Research Bureau German Test

Forms A and B

This is similar to the Columbia Research Bureau French Test being based upon a study of elementary texts and containing a vocabulary test, a comprehension test, and a grammar test. It is also suitable for use through high school and college. 90 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 20c; \$1.30 per 25.

Spanish

American Council Spanish Tests

Tests Alpha and Beta; Forms A and B of each

These are very similar to the American Council French and German Tests and are probably the best available in the subject. Alpha, 77 minutes; Beta, 90 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Alpha, specimen set, 35c; \$1.25 per 25. Beta, specimen set, 25c; \$1.30 per 25.

Columbia Research Bureau Spanish Test

Forms A and B

This is very similar to the French and German tests previously described, being based upon the common elements in a number of first-year books. It

deals with vocabulary, comprehension, and grammar, and may be used in high-school and college work. 90 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 20c; \$1.30 per 25.

Contreras-Broom-Kaulfers Spanish Tests

Silent Reading; Forms A and B

Vocabulary; Forms A, B, and C

The vocabulary test includes words common to at least twenty texts and also to several word lists. The silent reading test consists of paragraphs, based on the same vocabulary, followed by multiple-answer exercises in Spanish. It appears to be somewhat less satisfactory than that on vocabulary. 22 minutes each.

Public School Publishing Company, Bloomington, Illinois. Silent Reading, sample set, 10c; 50c per 25. Vocabulary, sample set, 15c; 75c per 25.

Iowa Placement Examinations, Revised, Spanish

Series ST1; Forms A and B

Part I of this test presents fifty Spanish words with five possible meanings for each; Part II requires the correction of mistakes in forty sentences; Part III, writing in the correct form of the verb in each of forty sentences; and Part IV, reading three paragraphs in Spanish and answering in English questions concerning them. 43 minutes.

Bureau of Educational Research and Service, University of Iowa, Iowa City. \$3.50 per 100.

Stanford Spanish Tests

Parts I, II, and III; Forms A and B of each.

Part I deals with grammar, Part II with vocabulary, and Part III with paragraph meaning. Others on sentence meaning and pronunciation are planned. Parts I and III, 20 minutes each; Part II, 15 minutes.

Stanford University Press, Stanford University, California. Sample set, 25c; 80c per 25. \$2.25 per 25 of all three parts.

Wilkins Achievement Tests in Spanish

Tests I, II, III, and IV; Forms A, B, and C of each

Each test covers approximately one-fourth of the material in Wilkins' *New First Spanish Book*. Pronunciation, syllabification, accentuation, vocabulary, idioms, grammar, verb comprehension, and composition are included. These tests are not suitable for use with most texts. At least 60 minutes.

Henry Holt and Company,¹⁸ 2451 Prairie Avenue, Chicago. 10c per copy; \$1.20 per 25.

General

Iowa Placement Examinations, Revised, Foreign Language

Series FA1—Aptitude; Forms A and B

The first part of this test deals with matters pertaining to English grammar. In the other three parts those taking the tests are required to deal with Esperanto in various ways, the purpose being to test their recognition of Esperanto

¹⁸Also 1 Park Avenue, New York; 6 Park Street, Boston; and 149 New Montgomery Street, San Francisco.

words similar to those in English, Latin, French, and so forth, and to see how quickly they can learn various Esperanto facts presented to them. This test is, of course, intended to determine aptitude for foreign language, especially modern foreign language. 45 minutes.

*Bureau of Educational Research and Service, University of Iowa,
Iowa City. \$3.50 per 100.*

MUSIC

Hutchinson Music Test

Test 1; Form 1

This is a test of ability to read music and to recognize scores from well-known songs and operas. About 20 minutes.

*Public School Publishing Company, Bloomington, Illinois. Sample set,
10c; 50c per 25.*

Kwalwasser Test of Music Information and Appreciation

Knowledge about composers and their compositions, orchestral instruments, music structure and form, and so forth, are covered in rather comprehensive and satisfactory fashion. The test has considerable diagnostic value and deserves to be rated as the best of this sort now available. 40 minutes.

*Bureau of Educational Research and Service, University of Iowa,
Iowa City. \$5.00 per 100.*

Kwalwasser-Ruch Test of Musical Accomplishment

The subtests contained herein deal with knowledge of musical symbols and terms, recognition of symbol names, detection of pitch and time errors in a familiar melody, recognition of pitch names, knowledge of time and key signatures and of note and rest values, and recognition of familiar melodies from notation. It probably gives the best all-around measure of musical ability of any standardized musical test suitable for use in high school. 40 minutes.

*Bureau of Educational Research and Service, University of Iowa,
Iowa City. 6c per copy; \$5.00 per 100; \$40.00 per 1000.*

Seashore Measures of Musical Talent

These include a chart upon which pupils are to be rated according to their judgments of certain musical qualities of phonograph records and six records dealing, respectively, with pitch, intensity, time, consonance, memory, and rhythm. A prognostic measure of possible musical achievement is yielded rather than one of present achievement. About 10-15 minutes each.

*Columbia Graphophone Company, Woolworth Building, New York
City. \$1.25 per record.*

Torgerson-Fahnestock Music Test

Part A—Theory

Part B—Practice (Ear Training)

Though probably better suited for use in the elementary grades, this test may also be employed in high school. Part A tests theoretical knowledge concerning musical symbols, notation, and so forth; and Part B ability to write syllables, measures, lines, notes, and so forth, which the pupils have heard played. Part A, 20 minutes; Part B, 25 minutes.

*Public School Publishing Company, Bloomington, Illinois. Sample set,
15c; 75c per 25, including both parts.*

NATURAL SCIENCE

Biology

Cooprider Information Exercises in Biology

The exercises included deal with definitions of terms, best reasons, classification of animals and plants, and other biological information. 30-40 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 10c; 50c per 25.

Jordan-Foran Catholic High School Biology Test

Forms A and B

This tests various items of biological information and, to some extent, reasoning, and requires the identification of a number of drawings. 45 minutes.

Catholic Education Press, Brookland Station, Washington, D. C. \$1.00 per 25.

Oakes-Powers Test of General Biology

Forms A and B

This consists of one hundred multiple-answer and true-false statements covering the general field of biology as represented by New York State Regents Examinations, high-school textbooks, and other more or less similar sources. 35 minutes.

Bureau of Publications, Teachers College, Columbia University, New York City. Specimen set, 10c; \$2.00 per 100.

Ruch-Cossmann Biology Test

Forms A and B

This test contains one subtest dealing with biological information, another with best reasons or definitions, a third requiring the identification of drawings, a fourth dealing with Mendelian inheritance, and a fifth, in completion form, on factual information. The test is difficult enough to be used in both high school and college. 38 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 20c; \$1.30 per 25.

Virginia Biology Test

Forms A and B

Although this test was especially prepared for use with Peabody and Hunt's *Biology and Human Welfare*, a study of its contents shows that it is well adapted for use in connection with several other texts in this subject. So far, however, it has received little use outside of Virginia. 45 minutes.

Bureau of Tests and Measurements, Department of Education, University of Virginia, University, Virginia. Specimen set, 20c; 4c per copy.

Botany

Michigan Botany Test

The four parts of this test deal with botanical information and reasoning ability from different standpoints. 25 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 15c; \$1.00 per 25.

Chemistry

Gerry Test of High School Chemistry

Forms A and B

Each test consists of twenty-five exercises of various sorts which test knowledge of chemical terms, formulae, and other information. 45 minutes.

Ginn and Company, 2301 Prairie Avenue, Chicago. 36c per 30.

Iowa Placement Examinations, Revised, Chemistry

Series CA1—Aptitude; Forms A and B

Series CT1—Training; Forms A and B

The aptitude test deals with certain elements of mathematical ability, comprehension of selections taken from chemistry textbooks, and items of chemical and physical knowledge which are more or less commonly known. The training test deals with knowledge of chemical facts, including valence, formulae, and so forth, and the ability to solve equations and problems. 44 minutes each.

Bureau of Educational Research and Service, University of Iowa, Iowa City. \$3.50 per 100.

Lyons and Carnahan Unit Drill Tests in Chemistry

The fifty-seven tests in this series deal with as many units of high-school chemistry. They are not standardized and are intended for practice and diagnostic purposes. About 45 minutes each.

Lyons and Carnahan,¹⁹ 221 East Twentieth Street, Chicago. 1½c per copy.

Powers General Chemistry Test

Forms A and B

The two parts of this test deal with range of information about chemistry and the ability to solve problems in chemistry. 35 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 20c; \$1.10 per 25.

Rauth-Foran Chemistry Tests

Tests I and II

These tests require the identification of substances as elements, compounds or mixtures, the giving of the correct symbols or formulae for substances, the marking of a number of informational statements as true or false, the filling in of completion exercises, and the solution of problems. Test I covers the work of the first semester and Test II that of the second. Test I, 45 minutes; Test II, 52 minutes.

Catholic Education Press, Brookland Station, Washington, D. C. \$1.00 per 25.

Rich Chemistry Test

Forms Gamma and Epsilon

Each form consists of twenty-five exercises covering chemical information, habits acquired in laboratory work, ability to think and to solve numerical problems. 25 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 20c; \$1.00 per 25.

¹⁹Lyons and Carnahan may also be addressed at 131 East Twenty-third Street, New York City.

General Science

Dvorak General Science Tests

Forms R-1, S-2, and T-2

Form R-1 is designed for use rather early in the course, whereas the other two forms are duplicates and intended to be used near the end of the course. Each consists of sixty multiple-answer exercises. About 20 minutes each.

Public School Publishing Company, Bloomington, Illinois. Sample set, 20c; 50c per 25.

Giles-Thomas-Schmidt General Science Examinations

Numbers 1 to 22; Series A and B of each

This set consists of one true-false and one multiple-answer test on each of eleven topics. These are not thoroughly standardized, but may well be used in place of teacher-made tests. About 15 minutes each.

Eau Claire Book and Stationary Company, Eau Claire, Wisconsin. Set containing one copy of each, 30c.

Pieper-Beauchamp Tests on Everyday Problems in Science

Units I to XVII; Factual and Major Ideas Tests on each;

Forms A and B of each

These are not standardized tests, but are designed for diagnostic purposes in connection with the same authors' *Everyday Problems in Science*. Each unit corresponds to a major objective of the course. About 15 minutes.

Scott, Foresman and Company,²⁰ 623 South Wabash Avenue, Chicago. 2c per copy; 20 per cent discount on orders amounting to \$5.00 or more.

Powers General Science Test

Forms A and B

This consists of seventy multiple-answer exercises arranged in three parts of slightly different form. 35 minutes.

Bureau of Publications, Teachers College, Columbia University, New York City. Specimen set, 15c; \$2.00 per 100.

Ruch-Popenoe General Science Test

Forms A and B

The first part of this test contains fifty multiple-answer exercises and the second twenty exercises, each of which contains a drawing and several sentences in completion form dealing with the drawing. It is probably the best available test in this subject. 40 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 20c; \$1.30 per 25.

Physics

Black-Burlingame Test in Elementary Physics

Forms A and B

The 60 items called for were found to be common to the requirements of the College Entrance Examination Board, the New York State Syllabus and eight widely-used textbooks. 35 minutes.

Ginn and Company, 2301 Prairie Avenue, Chicago. 60c per 30.

²⁰Also 5 West Nineteenth Street, New York City; 29 Pryor Street, N. E., Atlanta; and 2013 Jackson Place, Dallas.

Columbia Research Bureau Physics Test

Forms A and B

Topics common to high-school and college texts and college-entrance requirements formed the basis of this test. About one-third of the items pertain to electricity; one-sixth each to mechanics, heat, and light; one-twelfth to sound; and the remainder to miscellaneous topics. 75 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 25c; \$1.30 per 25.

Hughes Physics Scales

Information R, Division 1

Information S, Division 2

Thought R, Division 1

Thought S, Division 2

Each scale consists of thirty exercises arranged in three groups, each of which is more difficult than the preceding one. Division 2 of each scale is apparently more difficult than Division 1. Information, 20 minutes; Thought, 37 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 15c; 50c per 25.

Iowa (Camp) Physics Tests

Series A—Mechanics; Forms 1 and 2

Series B—Heat; Forms 1 and 2

Series C—Electricity and Magnetism; Forms 1 and 2

Each test consists of eleven or twelve exercises arranged in order of increasing difficulty. The exercises were selected from a much longer list carefully evaluated by the author of the tests. Series A and B, 45 minutes each; Series C, 40 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 15c; 50c per 25.

Iowa Placement Examinations, Revised, Physics

Series PA1—Aptitude; Forms A and B

Series PT1—Training; Forms A and B

The aptitude test is very similar to the one in chemistry, dealing with mathematical ability, comprehension of paragraphs taken from physics texts, and knowledge of rather common physical and chemical facts. The training test requires the completion of statements and equations, the marking of statements as true or false, the identification of fundamental laws or principles according to their discoverers, and the solution of problems. Aptitude, 45 minutes; Training, 43 minutes.

Bureau of Educational Research and Service, University of Iowa, Iowa City. \$3.50 per 100.

Kilzer-Kirby Inventory Test for the Mathematics of High School Physics

Parts I and II

Part I contains arithmetical and algebraic exercises, Part II geometrical. The problems in the five physics texts most commonly employed in several hundred Iowa high schools served as the basis of choosing the content. 40 minutes each.

Public School Publishing Company, Bloomington, Illinois. Sample set, 15c; \$1.00 per 25.

SOCIAL STUDIES

Civics

Almack Test of American Civics and Government

Forms I and II

This deals largely with federal government, although state and local matters are not entirely neglected. Its three parts test civic information, civic judgment and policy, and knowledge of civic terms. 25 minutes.

Bureau of Administrative Research, College of Education, University of Cincinnati, Cincinnati. Sample set, 20c; 2½c per copy; \$2.00 per 100.

American Council Civics and Government Test

Forms A and B

This is probably the most comprehensive test available in the subject of civics. It seems to overemphasize federal affairs, but not so much as does Almack's test. 90 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 25c; \$1.50 per 25.

Brown-Woody Civics Test

Forms A and B

The content of this test is based upon what is common to at least five widely-used textbooks. It deals with local, state, and national government and covers civic vocabulary, information, and thinking. 35 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 20c; \$1.30 per 25.

Burton Civics Test

Forms A and B

This test covers civics information in a broad sense, and would perhaps better be called a test of general social science. It appears to be better suited to freshmen than to seniors. 20 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 20c; \$1.20 per 25.

Hill Tests in Civic Information and Attitudes

Each of these two tests consists of twenty multiple-answer exercises dealing with local and national government and various other matters which citizens should know or in which they should take interest. The one on civic attitudes might almost be called a test of moral character. About 20 minutes each.

Public School Publishing Company, Bloomington, Illinois. Sample set, 10c; \$1.00 per 100.

Hill-Wilson Civic Action Test

This test, which is similar in form to those just described, presents a number of civic situations for each of which the best one of four suggested courses of action is to be indicated. About 25 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 8c; \$1.25 per 100.

Economics

American Council Economics Test

Forms A and B

Although perhaps better suited to college than to high school, this test is worth using in secondary-school courses in this subject. It is comprehensive enough to serve as a final examination. 90 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 25c; \$1.30 per 25.

History

American Council European History Test

Forms A and B

This test consists of four subtests, which cover approximately the last five centuries of European history. To date only very tentative norms have been announced, but others will probably be available soon. 90 minutes.

World Book Company, 2126 Paririe Avenue, Chicago. Specimen set, 25c; \$1.50 per 25.

Barr Diagnostic Tests in American History

Series A and B

The five subtests contained herein attempt to measure historical comprehension, chronological judgment, weighing historical evidence, evaluation of facts, and ability to select casual relationships. The function is, therefore, not primarily to measure achievement in history, but to diagnose the historical abilities of the pupils. 35 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 20c; \$4.00 per 100.

Columbia Research Bureau American History Test

Forms A and B

This test appears to deserve as high rank as any in this subject. It covers in satisfactory manner the political, economic, social, and religious and educational phases of American history, emphasizing them in the order listed. 90 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 30c; \$.150 per 25.

Gregory Tests in American History

Test III; Forms A and B

Six of the seven parts of this test deal with different periods of American history and the seventh with miscellaneous facts and dates. The ability required to perform the exercises satisfactorily is entirely factual or informational. About 35 minutes.

Bureau of Administrative Research, College of Education, University of Cincinnati, Cincinnati. Specimen set, 10c; 4c per copy; \$3.50 per 100.

Gregory-Owens Test in Medieval and Modern History

Forms A and B

The seven parts of this test include a total of 134 exercises covering medieval history from different standpoints. As the only really standardized test in

medieval history and probably the better of the two in modern history, this test, which is relatively new, should receive rather wide use. About 40 minutes.

Bureau of Administrative Research, College of Education, University of Cincinnati, Cincinnati. Specimen set, 10c; 4½c per copy; \$4.00 per 100.

Iowa General Information Test in American History

Forms A and B

This test is composed of one hundred completion statements more or less common to three widely-used textbooks. It is unusually reliable. About 40 minutes.

Bureau of Educational Research and Service, University of Iowa, Iowa City. 15c per copy. Examiner's manual, 15c.

Pressey-Richards American History Test

This is a test in the understanding of American history. The four parts deal with character judgment, historical vocabulary, sequence of events, and cause and effect relationships. It is one of the easiest history tests to give and score. 25 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 10c; \$2.00 per 100.

Sloyer Test in World History

This is an unstandardized test, mostly in completion form, which tests knowledge of about four hundred historical facts ranging from the earliest historical times down to the present. About 80 minutes.

Palmer Company, 120 Boylston Street, Boston. 20c per copy; in quantities, 10c per copy.

Stormzand Study Guide Tests in American History

Parts One and Two

Each part consists of about sixty pages of objective tests of many varieties. The first deals with the period from 1492 to 1860 and the second with that from 1815 to the present. The last eighteen pages of the first are the same as the first eighteen of the second. These tests have been prepared for use with Beard and Bagley's *The History of the American People*, but appear to be valuable for study and instructional purposes with other texts. About 25 minutes for each test.

The Macmillan Company, 2459 Prairie Avenue, Chicago. Each part, 36c per copy.

Tyrrell American History Exercises

Sheets 1 to 48

This series of sheets covers American history from the discovery of this country up to the present time. There are three sheets containing different types of objective exercises on each of sixteen periods. They probably have the greatest usefulness when placed in pupils' hands during the study period with instructions that they study until able to answer them correctly. No norms are available. About 10-15 minutes.

Palmer Company, 120 Boylston Street, Boston. Sample set, 75c; 25c per 25; \$1.35 per 50 copies of each of the three sheets on one period.

Vannest Diagnostic Test in Modern European History

This test is based upon one rather widely-used textbook, Part II of Robinson and Beard's *Outlines of European History*. The various subtests deal with time sense, place sense, evaluation of fact, thought, and information. About 40 minutes.

Indiana University Bookstore, Bloomington, Indiana. 10c per copy; 11 to 50 copies, 2c each; more than 50 copies, 1½c each.

General

Kepner Background Test in Social Science

Forms A and B

These tests are diagnostic, being intended to measure the social science background possessed by pupils beginning any social science in high school. Most of the items contained in the tests are historical and deal with American history. There are, however, a number dealing with the history of other countries and with civic, economic, and other facts. About 40 minutes.

Ginn and Company, 2301 Prairie Avenue, Chicago. 60c per 30.

STUDY

McClusky-Dolch Study Outline Test

Tests I, II, and III

Each test consists of a selection several paragraphs in length which the pupils are to read and outline. Test II is somewhat easier than Test I and Test III still easier. About 10-15 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 10c; package containing 25 copies of Test I, 15 of Test II, and 10 of Test III, 75c.

GENERAL SURVEY

Iowa High School Content Examination

Long Form; Forms A and B

Abridged Form; Forms A-1 and B-1

The four parts of each of these tests deal with English literature, mathematics, science, and history and social science. Although especially intended for use with applicants for admission to college; these tests may well be used near the close of the high-school course. Long Form, 80 minutes; Abridged Form, 55 minutes.

Bureau of Educational Research and Service, University of Iowa, Iowa City. 10c per copy; \$8.00 per 100.

Iowa Placement Examinations, Revised

Forms A and B

This series of tests is intended particularly for students entering college but may also be used in high school. It consists of aptitude and training tests in the following subjects: chemistry, English, foreign language, French, mathematics, physics, and Spanish. The tests in each subject are described above under that subject. 40-45 minutes each.

Bureau of Educational Research and Service, University of Iowa, Iowa City. Sample set, 45c; \$3.50 per 100 of each test.

INTELLIGENCE²¹**Haggerty Intelligence Examination**

Delta 2

This is somewhat too easy for juniors and seniors but yields fairly satisfactory results in the lower years. It comprises six subtests that are modifications of the tests used in the army and contain both verbal and non-verbal material. 21 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 50c; \$1.10 per 25. Manual of directions, 25c.

Herring Revision of Binet-Simon Tests

Groups A, B, C, D, and E; Form A

This is a scale of tests for individual use which gives results so closely approximating those obtained from the Stanford Revision that it may be considered practically a duplicate form thereof. The five groups mentioned above differ in length. Each includes all of the tests in the previous group and some additional ones. It is recommended that the longest group for which time is available be given. About 10 to 60 minutes, according to group employed.

World Book Company, 2126 Prairie Avenue, Chicago. Examination manual, \$1.00. Individual record cards, \$1.00 per 25.

Miller Mental Ability Test

Form A and B

This is one of the shorter group intelligence tests and is suitable for use throughout the four years of high school. The material composing it is entirely verbal. 19 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 25c; 80c per 25. Manual of directions, 15c.

Otis Group Intelligence Scale

Advanced Examination; Forms A and B

This is one of the most widely-used group intelligence tests and is suitable for the upper elementary grades, high school, and above. It is one of the two or three best tests for high-school use. 42 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 30c; \$1.25 per 25. Manual of directions, 30c.

Otis Self-Administering Test of Mental Ability

Higher Examination; Forms A, B, and C

This test requires only about half as much time as the Otis Group Intelligence Scale, but the results are probably not so reliable. It is called "self-administering" because all that the examiner needs to do is to give a few initial directions and watch the time. It is therefore better suited than most tests for

²¹Several of the intelligence tests widely used in connection with determining the admission of applicants to institutions of higher learning, and, therefore, sometimes given to high-school seniors, are not included in the list given in the text because they are too difficult or otherwise unsatisfactory for general use in high school. Four of these tests, in what the writer considers their order of merit beginning with the best, are as follows: Thorndike-Intelligence Examination for High-School Graduates (Bureau of Publications, Teachers College, Columbia University, New York City); Brown University Psychological Examination (J. B. Lippincott Company, 2244 Calumet Avenue, Chicago); Thurstone Psychological Examination for High-School Graduates and College Freshmen (American Council on Education, 26 Jackson Place, Washington, D. C.); and Army Group Intelligence Scale (Bureau of Educational Measurements and Standards, Kansas State Teachers College, Fort Hays, Kan.).

use by inexperienced and unskilled examiners. The material is entirely verbal. 20 or 30 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 30c; 80c per 25.

Pressey Senior Classification and Verifying Tests

These two tests, which are essentially duplicate forms, are among the simplest and easiest tests to give and score. Results from the two combined are fairly reliable. 16 minutes.

Public School Publishing Company, Bloomington, Illinois. Sample set, 10c; \$1.25 per 100.

Stanford Revision of the Binet-Simon Tests

This is generally considered the best individual scale in the English language. At any rate it is by far the most widely used. The chief difficulty in using it is that it requires a considerable amount of material and that some of the scoring is not entirely objective. About 30 to 60 minutes, according to ability of pupils.

C. H. Stoelting Company, 424 North Homan Avenue, Chicago. Material necessary for giving, \$8.55. Complete instructions, \$2.95. Condensed guide, \$1.30. Record booklets, \$2.50 per 25. Abbreviated filing record blanks, \$1.30 per 25.

Terman Group Tests of Mental Ability

Forms A and B

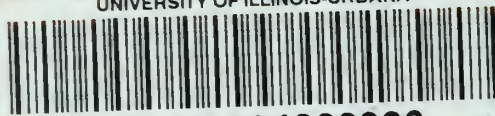
This is a rather short test although somewhat longer than the Miller, Otis Self-Administering, or Pressey. Considering both reliability and amount of time required, it is probably as good as any group intelligence test for high-school use. 27 minutes.

World Book Company, 2126 Prairie Avenue, Chicago. Specimen set, 15c; \$1.20 per 25.





UNIVERSITY OF ILLINOIS-URBANA



3 0112 084222980